DOCUMENT RESUME

ED 032 110 LI 001 715

By-Martin, Lowell A.; Gaver, Mary V.
Libraries for the People of New Jersey, or Knowledge for All.
New Jersey Library Association, New Brunswick. Library Development Committee.
Pub Date Nov 64
Note-86p.
EDRS Price MF-$0.50 HC-$4.40
Descriptors-College Libraries, Costs, Financial Support, *Library Planning, *Library Programs, *Library Services, *Library Surveys, Public Libraries, School Libraries, State Libraries, University Libraries
Identifiers-*New Jersey

During the two years of work that preceded this report, six subcommittees of the New Jersey Library Association Library Development Committee carried out a series of investigations into the status of different aspects of New Jersey libraries of all types, and a series of monthly Committee meetings were held during which standards for library service to New Jersey readers were set and principles for an over-all state plan were developed. Further studies of New Jersey library collections and testing of the standards were carried out by a staff at the Graduate School of Library Service, Rutgers University, with assistance from the State Library staff. Each sub-committee was also requested to reconsider its report in the light of new data and the developing plans for the state. In addition, a consultant spent two months visiting selected libraries. Based on the information from these activities, it is concluded that three-fourths of New Jersey residents do not have access to printed materials and library services to meet their full educational and informational needs. The basic recommendations are that New Jersey must develop a coordinated network of library service over the state, and adequate financial support must come from both local sources of revenue and the state government. A specific program for library development is outlined in this report. (Author/JB)

ED032110

LI 001715

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

LIBRARIES FOR THE PEOPLE OF NEW JERSEY

or

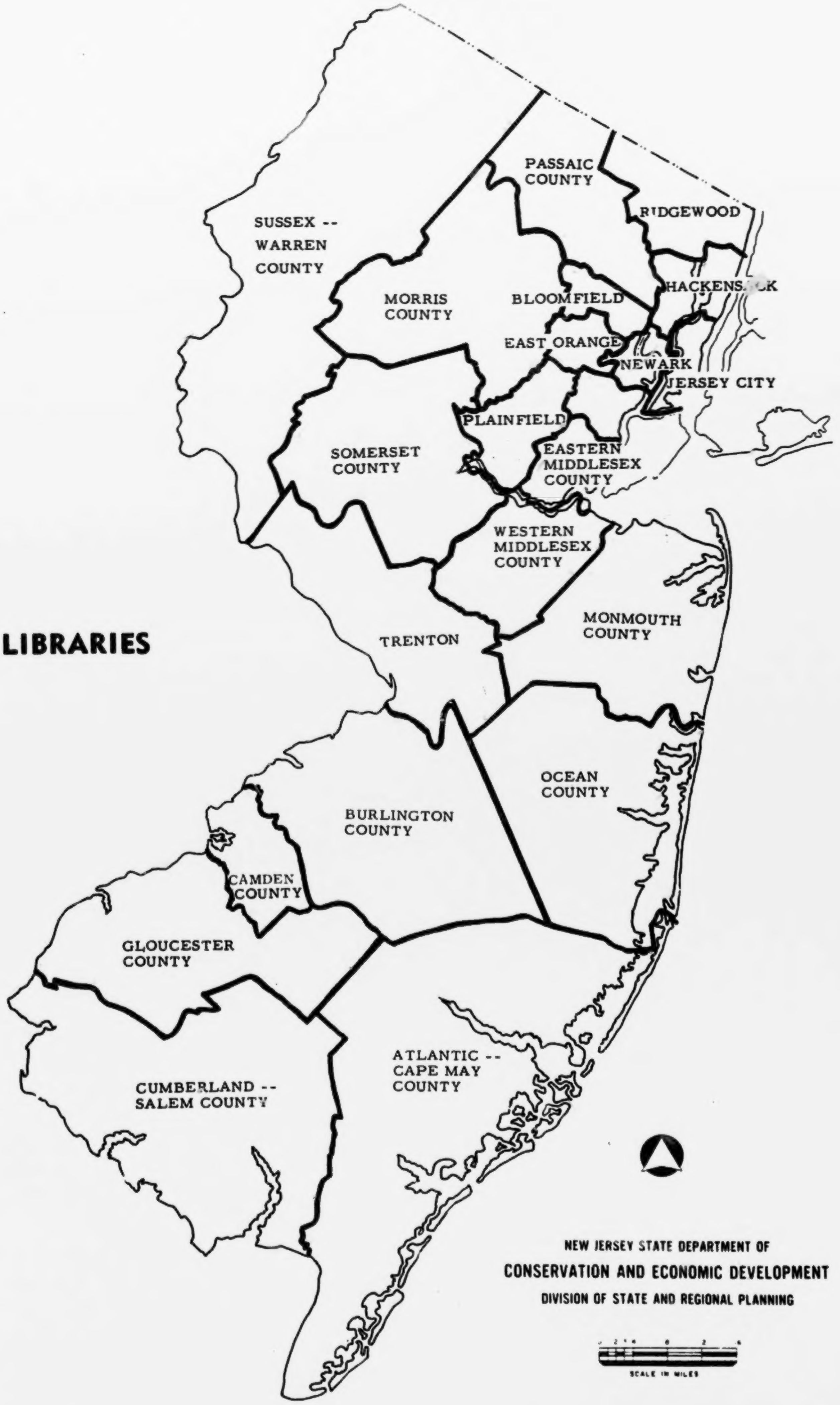
KNOWLEDGE FOR ALL

ERIC/CLIS
SEP 11 '69
UNIVERSITY OF MINNESOTA

LI 001715

NOVEMBER 1964

AREA LIBRARIES


PASSAIC COUNTY
RIDGEWOOD
SUSSEX -- WARREN COUNTY
HACKENSACK
MORRIS COUNTY
BLOOMFIELD
EAST ORANGE
NEWARK
JERSEY CITY
PLAINFIELD
SOMERSET COUNTY
EASTERN MIDDLESEX COUNTY
WESTERN MIDDLESEX COUNTY
MONMOUTH COUNTY
TRENTON
OCEAN COUNTY
BURLINGTON COUNTY
CAMDEN COUNTY
GLOUCESTER COUNTY
ATLANTIC -- CAPE MAY COUNTY
CUMBERLAND -- SALEM COUNTY
SCALE IN MILES

NEW JERSEY STATE DEPARTMENT OF
CONSERVATION AND ECONOMIC DEVELOPMENT
DIVISION OF STATE AND REGIONAL PLANNING

NEW JERSEY LIBRARY ASSOCIATION
LIBRARY DEVELOPMENT COMMITTEE

LIBRARIES FOR THE PEOPLE OF NEW JERSEY

or

KNOWLEDGE FOR ALL

by

Lowell A. Martin and Mary V. Gaver
Co-Chairmen

NEW BRUNSWICK, NEW JERSEY

NOVEMBER 1964

TABLE OF CONTENTS

Page

LIST OF FIGURES AND TABLES 2
MEMBERSHIP OF LIBRARY DEVELOPMENT COMMITTEE.. 3
PREFACE 4
INTRODUCTION....................................... 5
LIBRARY SERVICE NEEDED IN NEW JERSEY.............. 9
    Public Libraries 10
    School Libraries 15
    College Libraries.............................. 20
    Service Beyond the Locality, School and College 23
    Research and Specialized Needs 28
PRESENT LIBRARY SERVICE IN NEW JERSEY............. 32
KNOWLEDGE FOR ALL THROUGH LIBRARIES.............. 39
    Plan for Development of New Jersey Library Service.... 41
    Local Facilities - The First Level.............. 42
    Area Services - The Second Level................ 47
    Statewide Specialized and Research Resources - The Third Level 52
    Role of the State Library 57
    Cost of Adequate Library Service in New Jersey 59
APPENDIX I. DATA ON THE PRESENT STAGE OF NEW JERSEY LIBRARIES 62
APPENDIX II. MUNICIPALITIES ASSIGNED TO LIBRARY AREAS 79

LIST OF FIGURES and TABLES

Page

MAP OF AREAS FOR SECOND LEVEL SERVICE............Front

FIGURE 1. THREE LEVELS OF LIBRARY SERVICE....... 42

TABLE A. PROPOSED LIBRARY AREAS FOR NEW JERSEY AND SELECTED CENTERS........... 50

TABLE B. ESTIMATE OF FUNDS NEEDED FOR STATEWIDE NETWORK..................... 60

APPENDIX I.

TABLE I. NUMBER OF PUBLIC LIBRARIES BY LEGAL STATUS, 1963 64
II. SELECTED PUBLIC LIBRARY DATA BY GEOGRAPHICAL REGION 64
III. NEW JERSEY PUBLIC LIBRARIES 1952-1963 ... 65
IV. LOCAL COMMUNITY LIBRARIES-- NUMBER MEETING STANDARDS FOR LEVEL ONE BY COUNTY (1962) 66
V. SELECTED PUBLIC LIBRARY DATA FOR 1962 AND 1963..................... 67
VI. ADEQUACY SCORES FOR REFERENCE BOOKS--BY REGION IN SUBJECT AREAS .. 68
VII. ADEQUACY SCORES ON 11 CHECKLISTS FOR 30 OUTSTANDING PUBLIC LIBRARIES 69
VIII. LIBRARY SERVICE FOR SECONDARY SCHOOL STUDENTS--PUBLIC SCHOOLS (1962-63) .. 70
IX. IMPROVEMENT IN SCHOOL LIBRARY SERVICES 1957/58 - 1962/63.............. 71
X. LIBRARIES IN SEPARATE VOCATIONAL AND TECHNICAL HIGH SCHOOLS 1963/64...... 72
XI. ELEMENTARY SCHOOLS AND LIBRARIES--INCREASE IN THREE YEARS 73
XII. LIBRARY SERVICE FOR ELEMENTARY SCHOOL CHILDREN--PUBLIC SCHOOLS (1962-63)............................... 74
XIII. PER STUDENT VOLUMES AND EXPENDITURES FOR COLLEGE AND UNIVERSITY LIBRARIES RANKED BY STATES 1961-62................................ 75
XIV. TWENTY FOUR-YEAR UNDERGRADUATE COLLEGES--EXTENT TO WHICH NEW JERSEY STANDARDS ARE MET........... 77
XV. QUANTITATIVE DEVELOPMENT OF THE GRADUATE SCHOOL OF LIBRARY SERVICE, RUTGERS UNIVERSITY, 1954/55 TO 1963/64.................... 78

THE NJLA LIBRARY DEVELOPMENT COMMITTEE – 1963-64

James E. Bryan	Newark Public Library
Veronica F. Cary, Ex-Officio	Trenton Public Library
William S. Dix	Princeton University Library
Miriam Evans	Ocean County Library
Mrs. Joseph Grygotis	N.J. Library Trustees' Assn.
Mrs. Christine McCloskey, Ex-Officio	Irvington Public Library
Mrs. Mary McDermott	Johns-Manville Research Center
Roger McDonough	State Library
Mrs. Janet Z. McKinlay	State Library
Kenneth F. McPherson, Ex-Officio	Bloomfield Public Library
Viola Maihl	Linden Public Libtaty
Henry Michniewski	State Library
Marguerite Moran	M & T Chemicals
Joseph Rendell	Newark State College, Union
Harold Roth, Ex-Officio	East Orange Public Library
Edward Schofield	Newark Board of Education
Marian F. Scott	Graduate Library School, Rutgers
Mrs. J. Harvey Shue	New Jersey PTA
Mrs. Frances W. Smith	State Library
Norman D. Stevens	Rutgers University Library
Mrs. Martha Thompson	Friends of Library, Monmouth County
Ruth Tubby	Montclair Public Library
Mrs. Ruth Wellman	Plainfield Elementary Schools
Mrs. Catherine Wetterling	Burlington County Library
Mrs. John F. Williams	N.J. League of Women Voters
Lowell A. Martin, Chairman	Grolier Inc. and N.J. Library Trustees' Association
Mary V. Gaver, Co-Chairman	Graduate Library School, Rutgers
Nancy Carr, Consultant	N.J. State Department of Conservation and Economic Development, Division of State and Regional Planning
Mildred W. Sandoe, Consultant	Xenia, Ohio

PREFACE

This report is the result of two years of intensive work initiated under the chairmanship of Dr. Margaret Monroe in 1962-63 and now brought to publication in the present form.

During the first year, six sub-committees carried out a series of investigations into the status of different aspects of New Jersey libraries of all types and a preliminary report was presented by Dr. Monroe at the 1963 conference of N.J.L.A. In 1963-64, the Committee met under its new chairman and co-chairman in a series of all-day monthly meetings during which it (1) set standards for library service to New Jersey readers and (2) developed principles for an over-all state plan. Further studies of New Jersey library collections and testing of the standards were carried forward at the same time by a staff at the Graduate School of Library Service, Rutgers University, with continuing assistance by the State Library staff. During this year also each sub-committee was requested to reconsider its report in the light of new data and the developing plans for the state. These have been incorporated into the body of the present report.

In mid-winter, Nancy Carr of the Division of State and Regional Planning joined the meetings and carried out several assignments for the Committee. In May 1964 as the Committee began to reach consensus on the nature of the state plan, Mildred Sandoe of Xenia, Ohio was employed as a field worker and consultant; she spent two months visiting selected libraries and submitted a special report to the Committee and to the State Library.

In September 1964 the present report was submitted in preliminary form to the Board of the New Jersey Library Association and unanimously approved, in principle. At the fall conference on October 8th, the Association also approved by voice vote a working paper presenting the principles of the plan.

The report as it is here issued therefore represents a composite of the work of many people, bolstered by data from the Committee's studies and from the State Library's reports. It is based on the best judgment of Committee members and approved by the Association.

October 31, 1964 M.V.G.

INTRODUCTION

New Jersey is a modern state, but in many respects it lacks modern library service. Unless library resources are improved, the educational, business, research and community life of the state will suffer a distinct handicap.

New Jersey is urban, industrial, and specialized. It is at the heart of the megalopolis extending from Boston to Washington. It has its own metropolitan centers, and in turn it is part of the major metropolitan areas centered in New York and Philadelphia. New Jersey is in its own right a modern industrial state, with manufacturing ranging from basic fields such as petroleum and chemicals to specialized areas such as pharmaceuticals, electronics, and plastics. Even its agriculture takes on specialized aspects in serving the concentrated eastern urban centers.

Life in New Jersey naturally reflects the modern, complex, specialized nature of the state. People are engaged in skilled activities, in business, in research, in the professions, in communications, in the management of present-day America. They live in cities, in suburbs, and in rural areas closely related to complex modern life.

Everything about New Jersey calls for good library service. Why? Because it is a state that depends on information and knowledge, and these are the commodities which libraries provide.

In earlier periods libraries were historical depositories called upon by later generations. Today they are a source of intellectual energy in everyday life, as essential as gasoline to an automobile or as research to a vital industry. The library is the educational source for all, old and young, even as the school is the educational source for the younger segment of the population.

Yet a survey of New Jersey library service conducted by a statewide committee of citizens interested in libraries and by librarians shows repeated and serious shortcomings in provision of this educational resource. Students often cannot get the books they need. Information for business and industry is not available. Research workers lack needed sources. The parent and citizen cannot get the help they seek. And not only are books and library buildings unequal to the demand, but also the number and level of librarians for acquiring and guiding the use of needed material. We cannot successfully live in a modern community without access to the know-how of the twentieth century.

No doubt New Jersey could continue to get by with poor library service, as it conceivably could with poor schools, poor roads, or poor government. But it will do so only under a severe handicap. And there is no practical reason why New Jersey need deprive itself of adequate libraries, any more than it need do without other modern resources. The cost of good library facilities is well within the capacity of the state, and an adequate investment in recorded information and knowledge will return a high rate of interest in large affairs of business and government and in small affairs of the individual seeking to live a full life.

Examples of Reader Groups

Many persons have not thought much about what libraries do. They picture a library as primarily a collection of old and rare materials in which scholars remote from contemporary life pursue esoteric studies. Or they see libraries as primarily for children, to get story material, or for housewives, to get novels. Actually a library is a source of intelligence, containing information and knowledge related to every phase of life, for the youngster who wants to find out about something beyond his immediate experience and the most responsible adult who may be a member of a business or legislative commission.

Here are a few examples, selected arbitrarily from the range of activities and interests which make up modern life in New Jersey.

The homeowner - parent in our communities needs every day the kind of knowledge and information contained in libraries. He seeks expert guidance in raising his children. He wants to know how to maintain his house and garden. He wants more insight into the problems facing his community. He reaches for background on national and international issues which confront him as a citizen. He wants practical information about hobbies or travel or sports, so that he can at times turn away from his many responsibilities, whether it be the crabgrass in the front lawn or the situation in Southeast Asia. The community library is the center of intelligence for the citizen who is carrying out his responsibilities and realizing his opportunities in a democracy.

The businessman and industrial manager depends in part upon his previous training and experience but just as much upon the new information which he can bring to bear upon present problems. He wants to know about products available, processes being developed, markets opening up, government regulations, labor trends. He no doubt gets a few trade journals himself, but all additional information, whether about broad trends or specific issues, must come primarily from other journals, from reports, from books. For the businessman the library makes the difference between guesswork and informed know-how in conducting his affairs.

The research worker by definition starts with present knowledge and seeks to add to it. He must first learn what has already been discovered. He must inform himself on new methods and resources. When his work leads to printed resources, whether the literature of chemistry or the historical records of New Jersey, he must have access to the material. Without libraries the research worker in many instances can not function, and in others he would duplicate work already done or reach false conclusions which could be avoided through access to the literature. To him the library is a fountainhead, and he cannot long remain productive if he does not have access to it.

The most overwhelming group of users is made up of the students who make such demands upon libraries as teachers, librarians, and parents alike have never hoped to see. Motivated by advanced placement classes, by new subject offerings in secondary schools and colleges, and by their own interests aroused by the mass media, but perhaps motivated most by the current pressure for excellence, students are positively inundating libraries of all kinds. A "student," furthermore, no longer means only one of high-school or college age. The term may refer to a fifth or seventh grader wanting detailed information about making a special kind of magnet; it may refer to the adult with an "inquiring mind" who seeks information on existentialism or the economic development of central Africa; in many cases in New Jersey it refers to the commuting college student or the student at home on holiday with a term paper to complete. What is new is the veritable flood of users, the range of their demands for materials, and their consequent demands on all types of libraries. In spite of the fact that librarians categorize libraries by types -- public, school, college, and special -- students today ignore these categories and use whatever library will let them in and has the material for which they are searching, without regard to library type or political jurisdiction.

In other words, students use libraries as if New Jersey had a "library system", which is as yet far from being realized in fact.

One could pick at random many other individuals from the range of New Jersey life -- the teacher preparing to deal with a new subject field, the farmer looking for better methods, the club leader arranging a program, the retired person working out plans for his senior years. The point is that we can cope with the complexities of modern life in New Jersey only by having access to the record of information and knowledge, not just in a few remote centers, but in libraries within the reach of all.

LIBRARY SERVICE NEEDED IN NEW JERSEY

As a complex modern state, with millions of people having specialized and varied interests, what library service should New Jersey have? The kinds of libraries required and the levels they should achieve are set forth below, following which a plan for achieving this range and quality of service is outlined.

No one center, nor even a few major university and state libraries, can carry the load of present-day demands. Libraries are everyday working sources which must be close to the people who use them. Only by this means can the knowledge and information in libraries be effectively extracted and flow into the life of New Jersey, benefitting both the individual and the commonwealth.

Library service is needed in all communities, to serve people where they live. Substantial facilities are required in all schools, as an integral part of the educational process. Colleges and universities must of course have their library resources, and this applies to the newer community colleges as well. Specialized research groups, whether in industry or in universities, need unique resources to carry on their work. And state-level libraries are needed, both to give immediate service to government agencies and to coordinate facilities throughout the state.

To test the adequacy of libraries, put a finger at any point on a map of New Jersey where people live, study, or work and see whether the record of mankind can be tapped there by any individual seeking knowledge.

Yet it would be unrealistic to try to provide a complete library in every town, school, industrial plant, and government office. The cost would be exorbitant, and highly specialized resources would long stand unused once they had served the few nearby individuals who need them. It would be convenient if everyone could have close to his home a very large library with a specialized staff, but this would be like asking for a very large hospital or a complete university in every town.

What New Jersey needs is a library network, with an outlet within reach of every person, and all the outlets functioning in a coordinated plan. Thus the various libraries -- large and small, community and academic, public and private -- would in a sense be units of a superlibrary that would be as much a basic resource of New Jersey as its school system, its industrial capacity, and its outdoor recreational areas.

From the standpoint of the individual, library needs may be reduced to two straightforward requirements:

1. A nearby library to provide the reading and related materials he uses frequently in everyday life.
2. A library resource somewhere within his reach to provide the specialized material he uses occasionally when facing a special challenge.

Public Libraries

Every resident of New Jersey, young or old, should, with reasonable effort, be able to locate a library near his home which will serve his most frequent book and related needs. This means first of all that he must have the legal right to use the agency, so there must be library service either within or supported by all governmental jurisdictions in the state. There is no part of New Jersey which is so out of the stream of life that it does not need direct library service.

This first facility closest to his home should be genuinely accessible to the potential reader. It should be located in a center which he regularly uses. It should have adequate parking space, in recognition of the fact that most people move about in automobiles. At the same time it should be no more than a 20-minute walk from each home in more populous areas, so that children and young teenagers may use it without waiting upon their parents, or at most it should be no more than a 15-minute bus ride from the homes of those living in less populous areas.

The function of the neighborhood or community public library is to provide people with the material which they seek frequently and with resources which are sought by their neighbors as well as by themselves. This is analogous to the local shopping area, providing basic and regular commodities. There may not be a large super-shopping center in the area, but there must be at least an immediate, general source.

This local public library should not be too small, or it will not meet the continuing needs of people. The resources available should have some considerable scope, even as the stock of a local store must be sufficient to hold regular customers. If the local business man turns to his community library for standard reference information and cannot get it, he will no longer patronize this source -- and the same holds true for a student seeking material on American history, or the garden club president planning a meeting, or the young child seeking a book on dinosaurs. If the collection is too small, it ceases to be a genuine library even at a minimum level.

These are the minimum standards which a local neighborhood library should achieve, if it is even to begin to meet the needs of a modern community. It must be emphasized that these are not standards for complete library service, but for a minimum level at an outpost very close to people. This outpost must be part of a system which provides much greater strength through coordination.

1. A collection of at least 25,000 well-selected volumes.

   This is actually a very modest collection, in view of the wide range of present-day interests and the many books being published. It will at least provide a few titles on each of the topics of most frequent interest, as well as a selection of the most important literature currently issued for the general reader. This does not mean any group of 25,000 volumes accumulated over the years, but a collection from which outdated material has been assiduously discarded and to which current publications are continually added. The quality of the selection of materials, weighing the needs of the locality and the funds available, is the key which determines whether as few as 25,000 volumes can satisfy a fair share of most-frequent requests. This figure should be exceeded by any community as soon as it has the means to do so.

2. This collection should include at least 8,000 volumes for the use of all children in the community.

   The library is the source upon which most children must depend for the material of better quality needed for their growth and development, as distinct from the comic books and similar publications available from other sources. Children have a natural curiosity, and if they can turn to their neighborhood library and get material which satisfies their interests, they will at the same time extend their background and develop a lifelong habit of reading. Once again, the quality of selection -- choosing the best from among the wide range of publications -- is necessary if this small collection is to begin to serve its purpose.

3. At least 1,000 new books added per year.

   At the present time 25,000 new titles are issued each year in the United States. While many of these are for specialized use, there is a core of common-interest material which should constantly flow into the local library. The discriminating selection of these titles is the secret of sound library service. Where the neighborhood library serves a community of any size, these titles must be duplicated in sufficient number to satisfy the multiple inquiries which will arise.

4. An up-to-date quick reference collection, including the most frequently consulted indexes and bibliographical guides.

   This is the core of information needed in every community, the reservoir of fact which we all must use to check ourselves. From it the resident can get answers to his most frequent questions, thus bringing informed judgment to bear on his life. The indexes and bibliographic tools will in turn give him access to materials and collections beyond those in his own neighborhood.

5. At least 75 current periodical subscriptions, with files of the most used periodicals kept for a minimum of ten years.

   It would be a mistake to think of books as the sole form of important library material. Much significant and contemporary information and commentary is presented in journals and magazines. While individuals may be able to afford subscriptions to one or a few titles, they should have access in the local public library to at least part of the wider range of such material issued to serve modern needs. Back issues should be held so that this valuable material is not lost in the way that magazines are thrown away by the individual family and thus are not available for later reference.

6. At least one professional librarian and one clerk for every 5,000 people in the area served.

   Library service today is not made up of a miscellaneous group of books and a record of items removed for reading at home. The modern library has carefully selected material, organized so that it can be used, with guidance in its use by a qualified individual. All of this means a professional librarian. Communities that would not think of having a school run by a person lacking college and professional education somehow believe that a library can be operated in this way. If an area is too small to afford a professional librarian, consideration should be given to joint or cooperative provision of library service as discussed below.

7. A full-time professional children's librarian, as part of the professional staff, providing at least 30 hours of direct service per week to children during hours when school is not in session.

   Children's books and reading is a specialized area, but one that is needed in every community that has youngsters. This staff member helps to open the world of books to children and to locate material for them which enables them to grow at their full capacity. A town that does not provide a children's librarian is short-changing the younger generation.

8. Open at least 48 hours per week.

   A library is of no value if it is not open when needed by residents. Hours of service should include daytime, evening, and Saturday. Libraries often justify fewer hours by claiming that people are able to get to the agency when it is open, yet when hours are increased the use of libraries rises. People and families do not all live on the same schedule, and cannot therefore be expected to get to the library only on certain afternoons or evenings during the week.

9. An attractive building providing seats for at least 60 readers.

   A library building does not have to be elaborate, but it must be functional and be a place where residents enjoy going. Both students and adults have occasion to use library resources in the building for study purposes, so there should be adequate seating capacity. The figure mentioned here, seats for 60 readers, should once again be recognized as a minimum, and communities with more than a few thousand residents should have a larger seating capacity. Separate areas should be provided for children and adults.

This statement of minimum standards definitely does not describe a full and complete library, able to meet all the reading needs of contemporary communities. This is the beginning of good library service, not the end. Some people whose reading needs are not developed or very specialized will find this resource adequate to their full needs, and younger children will also find it satisfactory. But as adults seek resources to satisfy more specialized interests, whether personal or business in nature, there is no magic by which a small collection can produce the materials needed. Similarly, as young people advance in their school work and take on more complicated assignments, a wider range of materials is needed than can be provided by a small collection. There must be somewhere within reach a larger collection, with more specialized material, and staff members dealing with subject areas, as described below for area libraries.

It would be a mistake to believe that every very small community must have a separate library as described above, and also a mistake to assume that every governmental unit, no matter what its size, needs a separate library functioning independently of other libraries. What is essential is that all residents of New Jersey, without exception, should have full and legal access to resources at least at this level. Many communities will want to maintain their own library, even as they maintain other local facilities, but where the number of people or the taxable sources in a locality are not large enough to support this minimum level of service, active consideration should be given to joining with one or more nearby areas to bring facilities up to the requisite level. This is not just to have something bigger for its own sake, but if a library is too small, is open too few hours, and has inadequate staff, it is not of genuine value to its constituency. Unfortunately, for lack of experience with more adequate resources, some communities become accustomed to sub-standard facilities, and incorrectly assume that libraries are not truly significant for them.

In all such cases consideration should be given to some form of joint or cooperative action with nearby communities. This at once opens the way for economies through reduction of duplicated effort and resources, and at the same time offers the greater facilities possible in a larger enterprise. The gain is similar to that achieved with the elimination of the one-room school in each small neighborhood: the elimination of expensive duplication of school jurisdictions and the provision of modern educational facilities in larger school units.

This does not mean that small municipalities must give up responsibility for their own library service and accept whatever some larger jurisdiction chooses to offer them. Local citizens should directly influence the spending of money for libraries, even as they do for schools -- but there is more than one way to achieve this. If a joint plan of service is to be followed, it must be on terms mutually agreeable to the participants, or the dissatisfied area will simply withdraw and maintain its separate, if sub-standard, library. And whatever the form of the joint enterprise, each locality must have a voice in deciding the amount and kind of service to be provided.

The essential point is that local service, at or above a minimum standard, must be available to people or they will be handicapped. Even if the minimum level can be achieved locally, there is still an advantage in joint action with other jurisdictions and libraries. But if this minimum cannot be reached, there is no choice except some form of joint action, unless some New Jerseyites are to be arbitrarily cut off from recorded knowledge. The establishment of new libraries should not be approved by the state unless they can achieve standards either independently or jointly. There is no one hard-and-fast pattern to be imposed upon all localities, but there are several alternatives meeting a wide variety of conditions, all providing library service paid for by local residents and governed by persons who are designated by local government officials.

Even the smallest library and the poorest community can thus become part of a New Jersey network of libraries.

School Libraries

From the time the child first enters elementary school until he completes high school or college, he has special needs for library materials and services geared to the program of the academic institution which he attends -- elementary, secondary, and collegiate. Every young person in New Jersey should therefore have access to a school library from the time he enters kindergarten until he leaves high school. Since, as a member of the community, each child needs the general services of the public library; so, as a student at school, he needs the special services of a school library -- in much the same sense as his engineer-father needs the services of a special library at his engineering firm. And this special service is needed whether the child is enrolled in a public, parochial, or private independent school.

Here are the minimum standards which his school library should achieve.

Elementary school libraries (Grades K-6)

Although this is the newest form of school library to develop, it is in fact the most necessary form. It is in the elementary school -- if ever -- that the child first masters the skills of reading effectively and with pleasure and satisfaction; it is in the elementary school that the intricacies and wonders of the natural world begin to be unfolded to the child; it is in the elementary school that the child establishes habits of inquiry and of effective study and investigation that will determine much of his later success in more demanding endeavors. It is at this level, therefore, that a collection of subject materials must be provided, ample in size to supplement and enrich his studies and to make choices possible from the wide range of children's literature. Because the child is immature and unskilled, it is also essential at this level that a librarian-teacher be on the faculty to assist classroom teachers and to help children in their use of the collection.

1. A collection of at least 6,000 well-selected volumes or 12 volumes per pupil where schools exceed 500 enrollment.

   Experience of the past few years (during which more and more libraries have been established in elementary schools in the state) has shown that 6,000 volumes is truly a basic size for even a very small school. Every subject from Astronomy to Zoology, authors from Andersen to Zim, and titles from *All about Dinosaurs* to *Zoo Doctor* must be included in the collection in sufficient quantity to satisfy requests from two or more sections of the same grade at the same time. A fifth grader should not have to wait 18 months before he can borrow a copy of *Charlotte's Web* or *Treasure Island*. The quality must indeed be of the best and the titles selected to fit both the particular curriculum of the community and the ways of teaching followed by the faculty. Today's children are short-changed if their school fails to include in its library 20 to 25 periodicals, as well as filmstrips on subjects they are studying, recordings of great music or storytellers, flat pictures or slides of artwork, and models to help in learning the structure of the ear or the motion of the atom. Schools that exceed the state's recommended enrollment of 500 students will also of course need to exceed proportionately the 6,000 basic volumes, in order to provide for multiple classes of students.

2. A central library suite with tables and chairs and/or individual study tables to accomodate the average sized class plus ten to fifteen students is the minimum needed for a normal program of services.

   These physical facilities make possible attendance by class groups, with space for individual students from other classes to use the reading area and reference materials at the same time. A workroom-office and adequate storage space for back files of periodicals and other materials and supplies is also essential. Ample space must be provided in the reading room for the maximum collection of materials needed for the school's expected enrollment. These are by no means lush provisions for an elementary school library, but rather the bare essentials for a sound program of instruction in the school of today.

3. Continuing support of the library is essential after the basic collection has been established, at a level of at least $4 to $6 per pupil enrolled.

    Additional amounts above this minimum level should also be allotted in order to replace outdated reference books, to provide for periodical subscriptions, and to acquire the audio-visual materials listed above. Current costs of juvenile books in library bindings are such that the minimum of $4 will buy only one book per child per year, if pre-processed and in a library binding.

4. One librarian plus one half-time clerk for each 500 students.

    The librarian in today's school is an educator like the rest of the faculty. He works continuously with all faculty members, as well as with students, and his services are recognized as an essential educational resource for the whole school. It is therefore essential that his services be supported financially by the school and not provided by parents as a philanthropy. The selection and maintenance of a quality collection of materials, the organization of the collection, and the direction of its use with teachers and students are the main duties of the librarian. In this work, he must be assisted by at least one half-time clerk for every 500 students, else the school will find itself paying a professional salary for clerical work.

5. Service for each full class day, plus one additional hour per day.

    As an essential service, the library should be open and under the direction of the librarian for the entire school day. Service should also be available before and after school hours for youngsters who do not have opportunity to use the facility during the school day.

Secondary school libraries (Grades 7-12)

Although school libraries have been recognized for a long time as essential in secondary schools -- more than fifty years ago, Barringer High School in Newark was one of the first high schools in the U.S. to establish a school library -- New Jersey residents must take a new look at the level of resources which are now needed if their secondary school libraries are to keep pace with burgeoning curricula and exploding enrollments. It is now customary for many high schools to offer not only French and Spanish but also German and Russian. Advanced placement and honors programs in History, English, and Mathematics have been introduced. The very content of Biology, Physics, and Chemistry is being changed over-night by the work of scholarly committees sponsored by the National Science

Foundation and other bodies concerned with the product of our schools. And a blue ribbon committee appointed by the Commissioner of Education called attention in October 1964 to the need to revise and reorganize the vocational programs of all New Jersey high schools. All such changes mean up-grading and expansion of the library resources in secondary school libraries.

1. To keep pace with these changes, a collection of at least 15,000 volumes for reading and reference is needed, or ten volumes per student above 1500 enrollment.

    In addition to these book resources, no less than 120 periodicals, filed and available for no less than five years (preferably ten or more), and a sizeable reference collection including particularly an excellent selection of indexes and bibliographies, are needed. Today's high schools are also fast becoming "materials centers" where faculty and student alike may secure a one-stop service for such newer media as filmstrips, slides, recordings, programmed learning devices, and the like. Membership in a district or county film library and access to information through a telephone in the library are also essential for high school libraries -- and also, no less necessary for elementary school libraries.

2. A library suite to seat no less than one-tenth of the student body at one time and to house the collection on easily accessible shelving is needed in high school libraries.

    In addition to this basic equipment, conference rooms, individual study tables, workrooms, and ample storage space, are *sine qua non* of the high school library of today. Most of the shelving should be designed for open-shelf use.

3. After establishment of the basic collection, an annual budget of at least $4 to $6 per pupil enrolled is required.

    As a matter of fact, for most high schools, the amount should be at the upper rather than the lower level, since adult books are now priced at an average of over $4.00, with books in special subjects such as science costing nearer $10.00 per volume. Additional funds are also needed for such special purposes as audio-visual resources, periodical subscriptions, and up-dating of encyclopedia sets. This expenditure for library materials constitutes only a small per cent of the school budget, but it both supports the classroom and opens a wider world to the young person.

3. Continuing support of the library is essential after the basic collection has been established, at a level of at least $4 to $6 per pupil enrolled.

   Additional amounts above this minimum level should also be allotted in order to replace outdated reference books, to provide for periodical subscriptions, and to acquire the audio-visual materials listed above. Current costs of juvenile books in library bindings are such that the minimum of $4 will buy only one book per child per year, if pre-processed and in a library binding.

4. One librarian plus one half-time clerk for each 500 students.

   The librarian in today's school is an educator like the rest of the faculty. He works continuously with all faculty members, as well as with students, and his services are recognized as an essential educational resource for the whole school. It is therefore essential that his services be supported financially by the school and not provided by parents as a philanthropy. The selection and maintenance of a quality collection of materials, the organization of the collection, and the direction of its use with teachers and students are the main duties of the librarian. In this work, he must be assisted by at least one half-time clerk for every 500 students, else the school will find itself paying a professional salary for clerical work.

5. Service for each full class day, plus one additional hour per day.

   As an essential service, the library should be open and under the direction of the librarian for the entire school day. Service should also be available before and after school hours for youngsters who do not have opportunity to use the facility during the school day.

Secondary school libraries (Grades 7-12)

Although school libraries have been recognized for a long time as essential in secondary schools -- more than fifty years ago, Barringer High School in Newark was one of the first high schools in the U.S. to establish a school library -- New Jersey residents must take a new look at the level of resources which are now needed if their secondary school libraries are to keep pace with burgeoning curricula and exploding enrollments. It is now customary for many high schools to offer not only French and Spanish but also German and Russian. Advanced placement and honors programs in History, English, and Mathematics have been introduced. The very content of Biology, Physics, and Chemistry is being changed over-night by the work of scholarly committees sponsored by the National Science

Foundation and other bodies concerned with the product of our schools. And a blue ribbon committee appointed by the Commissioner of Education called attention in October 1964 to the need to revise and reorganize the vocational programs of all New Jersey high schools. All such changes mean up-grading and expansion of the library resources in secondary school libraries.

1. To keep pace with these changes, a collection of at least 15,000 volumes for reading and reference is needed, or ten volumes per student above 1500 enrollment.

   In addition to these book resources, no less than 120 periodicals, filed and available for no less than five years (preferably ten or more), and a sizeable reference collection including particularly an excellent selection of indexes and bibliographies, are needed. Today's high schools are also fast becoming "materials centers" where faculty and student alike may secure a one-stop service for such newer media as filmstrips, slides, recordings, programmed learning devices, and the like. Membership in a district or county film library and access to information through a telephone in the library are also essential for high school libraries -- and also, no less necessary for elementary school libraries.

2. A library suite to seat no less than one-tenth of the student body at one time and to house the collection on easily accessible shelving is needed in high school libraries.

   In addition to this basic equipment, conference rooms, individual study tables, workrooms, and ample storage space, are sine qua non of the high school library of today. Most of the shelving should be designed for open-shelf use.

3. After establishment of the basic collection, an annual budget of at least $4 to $6 per pupil enrolled is required.

   As a matter of fact, for most high schools, the amount should be at the upper rather than the lower level, since adult books are now priced at an average of over $4.00, with books in special subjects such as science costing nearer $10.00 per volume. Additional funds are also needed for such special purposes as audio-visual resources, periodical subscriptions, and up-dating of encyclopedia sets. This expenditure for library materials constitutes only a small per cent of the school budget, but it both supports the classroom and opens a wider world to the young person.

4. One librarian plus one half-time clerk for each 500 students.

   To maintain the acquisition and organization of a collection of 15,000 volumes and to carry on a program of bibliographical and instructional assistance to faculty and students of a large high school, the provision of staff at this level is indeed the rock-bottom minimum. Since most New Jersey schools have at least 1000 students, the provision of added staff, professional and clerical, calls for direction of the program by one librarian and the assignment of some degree of specialized duties to the others.

5. Service throughout the full school day plus three hours daily in addition is the minimum needed today by most New Jersey high schools.

   Staff must be provided to assist students in their use of library resources after school hours. Where special bus service is required for students, it seems no less an essential for library study than for football practice. Where community conditions and needs warrant it, hours of service must be extended to the evening or even to Saturday mornings.

6. Photocopy service is also needed to meet the demand for materials in high schools.

   Facilities within the library by which to provide single copies of periodical and encyclopedia articles for individual study are now considered a normal service of many libraries serving students and do much to expedite service to high school students.

7. Consultation on a regular basis with the nearest public libraries.

   Joint planning in building school and public library collections, not only to avoid duplication but also to provide the widest possible range of materials in both libraries, as well as regular exchange of information on school assignments are essential if legitimate student demands for materials and services from both types of libraries are to be adequately met. Many schools have condoned inadequate library collections and staffs, not realizing that failure to meet needs stimulated by the school brings frustration to students and unreasonable demands upon both school and public libraries.

Two other points about school libraries should be made. One is that the adequate -- not necessarily superior -- secondary school library today must have the resources and staff that a small college library needed a generation ago. The other is that both the school library and public library are essential to healthy community life and that cooperation between the two cannot take place unless both are relatively strong. There can be no effective cooperation between an inadequate school library and a strong public library -- or between a puny public library and a strong school library. Both are needed and both must work together to provide the service needed by New Jersey communities.[1]

College Libraries

One of the important groups of local library users is made up of college students. Colleges, like schools and communities, have a responsibility to provide the material used most frequently by their students and faculty members. However, even in colleges with strong libraries there will arise frequent need for facilities beyond the campus.

It is a mistake to think of colleges as separate and self-contained institutions, made up of individuals living in a separate classroom and dormitory world, isolated from the community at large. Even in the case of the traditional resident college, students enter into the larger educational world, and use library facilities off campus, particularly at holiday periods, even as they use retail services and recreational centers. The college library is at once another form of local library and a part of a potential network of libraries.

Over and above the separate resident colleges are an increasing number of institutions which serve both commuting students and some individuals who live on or near the campus. The several state colleges in New Jersey are examples. The commuting student returns to his home community each day, and often spends more of his study time in his neighborhood than on the campus. He naturally turns to library and book resources in his community, or he will go some distance to another town or city to get what he needs.

The newest development at the college level is that of junior and community colleges. These provide programs which cover part of the full college curriculum, and they may also maintain special programs for particular kinds of education not handled in the usual liberal arts institutions. Almost all the students attending the community institutions are commuters to the campus. For this group it is highly important that the community colleges build up their own library resources as far as possible, so as to handle the most frequent needs of students. It is a mistake to establish an educational institution, providing faculty, buildings and a curriculum, without also providing the necessary "fourth dimension" of books and library resources. The student in the community college may also depend on resources off campus, but this should not be a substitute for the necessary working tools within the college library itself.[1]

---

[1] Additional school library standards are provided in: American Association of School Librarians. Standards for School Library Programs. American Library Association, 1960. $3.00 (with Discussion Guide).

The range and depth of subject demand in a college with an inclusive program is likely to be larger than that in the relatively small community. For this reason the number of volumes needed in the local library on campus is greater than the minimum figure for the local library in the community or school. Similarly, the professional library staff called for by the college program must be larger in relation to number of persons served than holds for the community at large.

At least the following minimum standards should be achieved in four-year colleges. The number of different subject titles required in the community college may in some instances not be as great, but at the very least the two-year community college should have a library no less than half the size of the four-year standard. When it comes to staff and other provisions, the standards for junior and community colleges should be relatively as high as those for other institutions of higher education.

---

[1] An important guide for development of facilities for community colleges is: Frank P. Merlo and W. Donald Walling. Guide for Planning Community College Facilities. New Brunswick, N.J., Division of Field Studies and Research, Graduate School of Education, Rutgers, The State University, 1964. $2.00. Checklist for planning community college facilities, $1.00. Complete kit, $2.90.

1. A collection of 100,000 volumes, or 50 volumes per student, whichever is larger.

   If titles are carefully chosen and if material no longer needed is removed from the collection, this figure provides a minimum acceptable working collection for the general four-year college. To the extent that the institution has advanced or graduate work in special subjects or disciplines, the collection must be substantially extended beyond this figure. As in the case of other kinds of libraries, the collection in the college should go well beyond book materials, through the whole range of films, recordings, and related resources needed in the program of the institution.

2. Adequate provision of multiple copies of all titles to which required library reading assignments are made for class groups.

   College use of library materials has special characteristics in that large groups are required to read certain material within a given time. Needs of students are not met simply by providing one or a very few copies, and then letting all other students try somehow to get the material somewhere off-campus. Books in most heavy demand can be placed on reserve shelves and allowed to be used only for restricted periods in order to get maximum use from them, but the needs of the commuting student must be remembered, so that there must be copies which he can take from the library. The college administration should think in terms of enough books for its students even as it thinks of enough seats in the classrooms or enough instructors to meet the scheduled classes, as well as provision for off-campus extension teaching.

3. A well-selected reference collection.

   Obviously a college community needs the special information and reference resources required in a community, plus considerable additional subject material. For each academic field in which a major is offered, there should be available in the library the principal indexing and abstracting tools for that area. The college library will not be able to provide every specialized item needed by students and faculty, but the bibliographic tools should be there which enable individuals to identify and locate materials they need outside the campus.

4. Current subscriptions to no less than 350 journals appropriate to the instructional program of the institution, plus substantial back files.

   This again is a minimum figure, and in colleges that have a wide range of subject offerings, the number of journal subscriptions should be well above this number. In particular a college needs not only the current issues but also back files of the last 20 years of the major scholarly journals in each academic discipline in which a major is offered. These older resources can be provided in some reduced size format, such as microfilm or reduced print books.

5. A minimum of three professional librarians, with one professional librarian for each 300 students served, supported by non-professional personnel at least equal in number to the professional staff.

    The college library must depend upon qualified librarians in building up its particular collection, and also for devising the card catalog and other bibliographic tools to facilitate use. Students require instruction and guidance in the use of resources and assistance in locating materials within the library. The faculty constitutes an additional group calling for skilled staff service, and in fact the library staff should be able to work with the faculty in reviewing and developing the educational program of the institution.

6. Open at least 58 hours per week.

    Students normally study during long and sometimes unusual periods. The library must be open to meet these demands. The figures suggested here of at least 10 hours per day and 8 hours on Saturday constitute a minimum, and many college libraries should be open until midnight five or six days per week. Sufficient seats should be provided from the day the library is open to hold at least 10 per cent of the student body.

These are only the minimum necessary requirements for a college library able to meet the majority of local demands. A full range of desirable standards has been established in a national statement for college libraries.[1]

There will be occasions when the academic resources of the college library will be needed by persons in the area, and these resources should be available at such times under conditions that protect the needs of students. Conversely, the college will at times need materials held in some library off campus, and individual students will seek to use any library that has what they need. Thus the college library, like the community and school library, finds itself inevitably a part of the larger library picture, and it should be tied into a state-wide network.

Service Beyond the Locality, School and College

Every resident and student should have the facilities that he needs on a regular working basis within reach in his own locality. It is important that this basic foundation of library service be built up. Central facilities at a distance, whether in larger cities or larger universities, cannot be expected to meet the regular needs of individuals in their daily calls upon libraries. If the local facilities are not available or adequate, the individual either does without much of what he needs, or he turns to another jurisdiction of which he is not a qualified user, and proceeds to create a drain upon the other facilities which lowers the quality of service for all readers.

---

[1] See "Standards for college libraries," College and Research Libraries 20: 274-80, July 1959.

Modern library service in a state such as New Jersey therefore calls for resources beyond those that can be provided in every locality. A system exists at the present time for individual libraries to call on other agencies, in most cases the New Jersey State Library, for the temporary use of specific materials needed. This inter-library loan service is important in extending the resources within localities, and any plan for the development of library service in New Jersey should increase and facilitate the inter-loan operation. It is worth noting that certain libraries tend to get the larger number of requests, for the simple reason that it is known that they have the stronger collections, but this tends to create an unfair load on this limited group. One requirement of a good inter-library loan system is that those libraries with greater facilities that supply the larger number of loan items should receive special compensation both for adding to their collections and for the handling of requests.

It would, however, be a mistake to assume that an inter-library loan system could provide all the books and services which residents and students need for their more specialized work. To begin with, materials can be sent on inter-library loan only when the specific title or exact subject material needed is known. Even in this case the reader does not have direct access to a subject collection to guide his investigation and to suggest new leads to him. A library is not a small outpost with occasional mail delivery of special materials needed, but rather a genuine library is a collection of some strength and scope which the individual can utilize personally. He thus has direct contact with the full range of resources, and in a larger library he also is able to turn to specialized librarians to give him assistance in his more difficult searches.

Inter-library loan is one strand in the network, but it is not a substitute for direct contact with a genuine subject collection, and the pattern will break down if too great dependence is placed on this one strand.

Some years ago, before New Jersey became as industrialized and as urban as today, we could stop with local libraries in communities, schools, and colleges. The range of need was not so great and the variety of specializations was more limited. But now the range and variety of life in New Jersey calls for access to more specialized resources.

It would be neither realistic nor economical to expect each small community to provide all books needed by residents, including those specialized items sought by advanced students, businessmen in particular fields, community leaders facing new problems, and individuals developing fresh interests. By the same token the school library cannot provide all the subject materials which many students within a period of years might seek on advanced theme assignments, nor can the college library provide the special items needed by faculty members engaged in research.

To some extent, and informally, higher and more specialized types of library service exist at isolated points in New Jersey, and have been sought out by readers. Thus, the Newark Public Library, with a strong collection, is used very substantially by individuals who are not residents of Newark; studies there have shown that often more than half of the users are from outside the city. To a lesser extent college and university libraries have been used for the same purpose. While it is true that most libraries do not allow material to be circulated for home use to non-residents, they do not place such a restriction on the reading of material within the building and the use of information and reference services.

From the purely pragmatic standpoint, it is a source of satisfaction that these strong service points have existed and that people have sought out and used them. In the end the purpose of libraries is to get materials used for valuable purposes. However, the strong points are available to some residents of the state but not within geographic reach of millions more.

Further, and most seriously, this unofficial dependence on existing large libraries creates a service and financial load upon them which cannot be justified. The city of Newark, for example, finds itself providing, out of its limited local tax funds, library services which are used in a substantial amount by people from other communities. These larger libraries are torn between two concerns, one not to turn people away from materials, and the other to have a fair and equitable financial sharing of costs of service. One would not expect the larger cities to provide quality school systems to which youngsters from elsewhere could come without charge if they were so disposed. A structure must be found which provides access to these strong points for the whole range of readers in the state, operating within a financial plan which is fair and equitable to: (1) the library giving the advanced service, (2) the individual using those facilities, and (3) the jurisdictions where he pays his taxes.

Even as there are minimum levels which local libraries should achieve if they are to carry the brunt of most frequent use, so area libraries for larger regions must also achieve standards which will enable them to meet most demands upon them. There should exist at regular intervals in New Jersey, within reasonable reach of all residents, libraries with resources and facilities at the following levels.

1. A collection of at least 150,000 volumes.

   While this will not make a great collection, it will provide some depth in subject and curricular fields. For most topics coming up in the life of an adult or of a student, one could go to the shelves and find some material, and in many cases not just one or two titles but a range of material from which a choice can be made to meet the particular needs of the individual. Here would be reflected that rich variety and complexity that characterizes life today. It should include provision for the formal student, particularly high-school students seeking more advanced materials, as well as for adults of all backgrounds. It should extend to the business and agricultural responsibilities of the area. The materials to be included are not only books but the whole range of graphic resources, extending to recordings and films.

2. A well-selected reference collection.

   The information section of the area library should be a genuine fountainhead of information and knowledge for the whole district. It should include both basic and subject fact sources.

Of particular importance are the indexes and bibliographies in the subject areas of greatest interest in the area as an aid both in using the area collection and as a guide to resources at the special and research level. Here would be the reservoir of fact at the disposal of several hundred thousand people, ready on call to feed needed information into the fabric of New Jersey life.

3. Annual addition of at least 5,000 volumes plus annual refreshment of non-book materials.

    The area strong-point, serving a large number of people, should have at least five times the range of titles required as a minimum within localities. This will still be only one out of five new titles published in the United States each year. Such current additions are the life-blood, the nourishment, that keep the total library functioning. Four thousand of the titles are likely to be in general and academic subject fields, for students and adults with special interests, and 1,000 in particular fields of technology, business, agriculture, or cultural interests characteristic of the region.

4. 350 subscriptions to journals and periodicals, with back files for 10 years of the titles with continuing reference value.

    In number and scope this is a periodical collection similar to that specified for college libraries, and in fact the area magazine source would perform a function for the general community which the campus collection does for the college. The area titles would not duplicate certain of the more scholarly journals used mostly in academic research but would include applied and technology journals needed in the district as well as more popular titles sought by the general reader. Nor should the growing number of advanced readers be overlooked, who draw on a large and more specialized periodical source -- in the arts, in creative writing, in national and international problems -- in the same way that they use a broad book collection. The interests of such people as businessmen, teachers, and government officials are equally important.

5. A minimum of 8 professional staff members.

    This library is to be not only a collection of some scope but also a powerhouse of professional guidance for individuals utilizing books and related materials. Besides specialized staff members for adult, young adult and children's service, there should be individuals with particular backgrounds in subject fields which apply to the area. This divides into a library director with administrative responsibility, two or more information specialists, librarians for the several age groups of readers, and two or more subject librarians. Examples of specialized subject personnel would be a business librarian, an art and music specialist, a science librarian, and the like.

6. A library building adequate to house the collection and to provide seats for at least 150 readers.

   Both students and adults will turn to this resource for consultation of materials and they must have work space when they arrive at the library. In the more populous areas the number of seats should be definitely larger. Also needed will be listening facilities for recordings and viewing facilities for film and visual materials. The area building need not be an elaborate architectural monument, but it should be a structure reflecting both its purpose and contemporary standards for appealing, aesthetic public buildings. And it must be strategically located, on or near major traffic arteries, with ample parking space.

7. Open at least 68 hours per week.

   This strategic resource should be available to people when they need it, taking into account the fact that different individuals follow sharply different schedules. The area library should be open 9 to 9 every day, Monday through Friday, and at least 8 hours on Saturday. In some cases longer hours on Saturday and some Sunday hours should be considered.

The area or regional libraries described here would constitute a second level of library service, with strong points spaced across the state and within reach of all residents. Some local libraries would exceed standards, some would manage to achieve a standard level, and some even with encouragement will remain weak. In any case, all would have a second line of defense, to which both the library and the individual user could turn when demands are beyond local capacity.

In a sense the area libraries would represent a new form of library facility. They would be regional public libraries *and* regional school libraries *and* regional college libraries. While many would be built up from existing public libraries, they would welcome students as well as adults. Call them simply area libraries, for the use of all who want to know.

Research and Specialized Needs

Not even libraries with 150,000 volumes spaced over the state can be expected to fulfill every book and related need which arises in New Jersey. This is a state that plays a strategic role in both academic and industrial research and is engaged in a variety of special technological activities, all of which rest upon knowledge. Library resources are needed to sustain them.

Over a period of time New Jersey has built some resources at this level, in universities, in research centers, and in industries. Indeed, in certain fields the state undoubtedly holds preeminent subject resources. One public library, the Newark Public Library, is substantially larger and stronger than other public agencies in New Jersey, so that its collections in some subjects begin to have specialized strength which has significance well beyond the limits of Newark itself.

However, looking over New Jersey as a whole, there are considerable gaps in fields which are of importance to the state but for which strong collections are not held. In some cases subject resources have been partially developed and then not continued. Another gap that should be closed is the lack within New Jersey of an official library for the blind, affiliated with the federally-supported program for supplying "talking" books and books in Braille; at present service for the blind is obtained from the Philadelphia Free Library.

Further, there is no structure by which the specialized reader can determine just what materials are available to him somewhere in New Jersey. In addition, even if collections are held at certain points, many readers do not have personal access to them. The necessary ingredients of identification, location, and access are lacking.

Both for reasons of economy and for the full development of the state, the specialized library resources of New Jersey should be brought into a total network. A plan is needed by which different libraries would be recognized as having responsibility for designated subject fields, thus freeing other libraries to build up facilities in their areas. Because the state is not geographically very large it should be possible under a coordinated plan to provide highly specialized materials within not much more than an hour by car or bus from most of the specialized readers.

The opening of resources to outsiders will place some drain on specialized libraries, although it should be possible to limit this to essential uses. To counterbalance this drain, a plan should be developed to provide funds for these jurisdictions or agencies so they can continue to build their special resources. Thus, both the state and the individual library gain, the first in opening sources to its people and the second in getting financial help to acquire collections which they need in any case.

Besides a structure for gaining access to specialized collections, there should also be a hierarchy of specialized reference service in New Jersey. Individuals in localities have information needs and turn naturally to their local libraries with them. Some of these requests will be specialized to a degree, and must be passed on to the area libraries. However, this still will not exhaust all contingencies, because with the complexity of contemporary life very complicated questions will arise. There should be a central referral point within the state, to which inquiries could be directed from the area-level libraries, and a source to which highly specialized research workers could turn directly for general or bibliographic information. The central point would not necessarily be a super-huge library, but more a coordinating instrument for getting full return from existing resources. This reference and referral facility, combined with the building of collections and making them available directly to readers either personally or by means of inter-library loans of photocopying, would go a long way to building and mobilizing strategic library research materials for use in New Jersey.

This highly specialized level of service should bear a clear and defined relation to local and area libraries. It should be possible for any individual within the state, by consulting the libraries near him, to institute a search for a highly specialized book which he needs or a highly particular reference question, so that it will flow through the full network of resources and services in the state. In this way every individual will have potentially available to him the full range of knowledge and information possessed anywhere in New Jersey.

To the extent that a plan of this kind can be worked out, with local libraries carrying their load, strong points strategically located over the state for students and more specialized adult readers and coordinated research resources and referral services made available at the research level, New Jersey will have moved from its present uneven and inadequate library service to a program which would genuinely be a statewide network that does not in any way impinge on local interest and autonomy in libraries. Obviously such a plan will cost money not now being spent, but every dollar invested will get full return in providing information and knowledge. The key to the program is not huge sums of money, but rather the development and coordination of facilities into a genuine network which starts with the need of the individual user, goes up to the most specialized collection within the state, and then comes back to the user to complete the service circle.

PRESENT LIBRARY SERVICE IN NEW JERSEY

At this point it would seem useful to give a picture of the status of library service in New Jersey, at least in broad outline. The New Jersey Library Association has for several years been conducting an intensive study of the resources and facilities available to the state's citizens, through all types of libraries. Some representative findings from this continuing study are presented here and documented by the tables at the end of this report. The sum and substance of these detailed findings is that New Jersey has serious deficiencies in its supply of recorded knowledge. It is not an exaggeration to say that three-fourths of New Jersey residents do not have access to printed materials and library services to meet their full educational and informational needs. At the present time knowledge is not available to all.

Only 186 of New Jersey's 334 public libraries are so established that financial support is mandatory on the communities they serve.

> Table I shows that 148 of the 334 public libraries are "association libraries," that is, governed and supported by an association of citizens; such libraries may, but are not required to, receive tax support for their services. Furthermore, of the 148 association libraries, 36 are not affiliated with either a county or other form of library system. 171 municipal libraries, two joint libraries, and 13 county libraries have been established as a result of referenda which then obligate the tax payers of the community to a minimum level of support. Regardless of the legal status of the library, participation in a system is essential for an adequate level of public library service today, and only limited progress has been made toward this goal.

The regions of the state show wide variation in level and quality of public library resources, with the Northeast and Southwest Metropolitan Areas best served and the agricultural and seashore areas poorly served.

> Table II shows that only seven of the 64 library collections of more than 50,000 volumes are located outside of the two metropolitan areas. No collection of this size is found in the two agricultural counties of Cumberland and Salem. Furthermore, two-thirds of the professional or certified librarians in public libraries of the state work in the Northeast Metropolitan Region alone.
>
> The percentage of the population registered as public library borrowers in the Northeast and Southwest Metropolitan Regions

is almost twice as high as in the two agricultural areas. Four-fifths of the photo-duplication facilities available in all public and college libraries are located in the Northeast Metropolitan Region alone. Of libraries having at least 50,000 volumes, 75 periodical titles, or open 48 hours per week, from 62 to 75 per cent are located in the Northeast Metropolitan Region alone. Only this part of the state approaches adequate provision of library resources and facilities for all citizens.

While growth in size of staff and amount of use of public libraries in New Jersey during the past decade appear to have been substantial, the libraries' stock in trade -- their collections of materials -- have stood still in proportion to demand and population.

Public library staffs have grown by 175 per cent, total library expenditures by 156 per cent, and circulation of books for home use by 92 per cent, but the adequacy of collections in terms of population to be served has grown by only one-tenth of one per cent (See Table III). Growth in number of staff members has taken place in spite of the fact that public library salaries still lag behind teacher's salaries in the same communities.

The increase in public library budgets has undoubtedly been stimulated by the modest amount of state aid first made available in 1960, by improvement in the general economy, as well as by other factors. The significant item in these figures, however, is the high proportion of library income required for staff salaries rather than for materials.

Tables IV and V give further data on public library service in the state. Reference to Table V reveals that, for example, although the number of libraries capable of adding as many as 1000 new volumes annually has increased by 25 per cent in one year, the number still constitutes less than half the public libraries of the state. The number of libraries able to maintain 48 hours per week for public service has, however, shown no such increase, in fact in three counties -- Ocean, Monmouth, and Essex -- the number has dropped.

Reference collections in many New Jersey libraries -- both school and public -- are not adequate to meet the demands for information by businessmen, students, or the general literate population.

A check of all the public, college, and school libraries in five widely spread geographical regions on their holding of a list of 200 essential reference titles found no single region scoring higher than 50.5 per cent on the list as a whole. The best-covered subject area of the list was biography, on which one region scored 68.9 per cent (See Table VI). Most inadequately covered subject areas were religion, natural sciences, fine arts, games and sports, dictionaries and indexes. Only 61 per cent of the libraries surveyed had a telephone accessible for use as a reference tool. Private, parochial, and vocational high school libraries were among the weakest of all the libraries covered in the survey, although in two regions a public high school library had more of the reference titles than any public library in the region.

Another study involving thirty outstanding public libraries in the state found only six libraries holding as much as 70 per cent of the titles on four out of eleven subject checklists. The lists had been selected in this case to test the depth of coverage in such important topics of general concern as space science, minority groups, investments and stocks, and New Jersey history. Again, as in the other study, adequacy of indexes and bibliographies was at an especially low level, with only two libraries having as much as 70 per cent of this list (See Table VII).

Students in high school and college, as well as adult residents of New Jersey, are inadequately supplied with a range of current reading in periodical form, with back files and appropriate indexes to unlock them for reference purposes.

Only 91 public libraries in the state subscribe to 75 or more periodical titles (See Table V), and these range by county from 20 libraries in Bergen and Essex Counties down to one library only in Cape May, Cumberland, Gloucester, and Warren Counties, and none in Hunterdon or Sussex Counties. The inequities on a geographical basis are further pointed out by the fact that although the average number of periodical titles in New Jersey public libraries is 75, less than one-third of the libraries do in fact have that many. Newark Public Library, on the other hand, subscribes to 1675 periodicals.

Most high school libraries in New Jersey subscribe to about 75 periodicals, but only a few of the very best have as many as 125 titles as required by standards. A very few high schools have microfilm readers and a file of the New York Times on microfilm. The main problem in high school libraries is adequate and convenient storage by which to make back files of periodicals (even for the minimum of five years) easily and quickly available for student use.[1] Note that in both of the studies of reference resources (Tables VI and VII), scores on indexes (essential as keys to periodical files) were found to be uniformly low.

Students and faculty in New Jersey secondary schools have access, in general, to library collections and staff totally inadequate in quantity to meet the needs of current curricula and educational programs.

In only three counties is the average amount reported as spent per student per year as much as the minimum of $4 per student (See Table VIII, Column 6). The further inadequacy of this annual support is shown by the fact that only 27 high schools in the state have collections as large as 10,000 volumes (Column 3) and of these only six are as large as the recommended size of 15,000 volumes.

---

[1] It was not possible to secure reliable reports on this piece of information. The statement is based on observation and opinion of the State Consultant for School Libraries and of faculty members at the Rutgers Library School.

Since much of the added impact on public libraries comes from high school student use, it is also significant to note that only fourteen New Jersey high schools of more than 500 enrollment meet the ratio of one librarian for every 500 students. Such services as hours in the late afternoon and evening, or Saturday mornings, as well as cooperative planning and consultation with public library staff are impossible under these circumstances. In a 1962 survey, only 22 high schools in the state reported evening hours and only six reported Saturday morning opening.

Table IX gives further details on the growth of the state's public school libraries in a five-year period. It is particularly discouraging that the statewide adequacy of materials has decreased from 4.2 to 3.9 volumes per pupil in this time.

All the data available show that parochial and independent schools are even more poorly equipped with library staff and collections than are public high schools, with a few notable exceptions.

Students in vocational and technical high schools have access to library service which can only be described as seriously below standard and totally inadequate to meet their needs, either as individuals or as future workers in the industries and business of the state.

Of the fifteen high schools operated exclusively for vocational and technical purposes, eleven have less than 5000 volumes, only two have as many as 75 periodicals, eight are supervised less than half-time by a librarian, and seven have less than $1000 annually for new book purchase (See Table X). Two-thirds of the "librarians" have neither teacher-librarian nor school librarian certification. Only seven of these fifteen libraries are open most of the school day. Such provisions are totally inadequate for training personnel for the wide variety of specialized vocations now offered in these schools in a highly industrialized state such as New Jersey.

New Jersey is lagging far behind other states in establishment of really effective libraries in its elementary schools. At the present rate of growth it will be the year 2000 before all of the present elementary schools in the state are staffed with library personnel.

Of the more than 1700 elementary schools in the state, less than one-fourth now have a library with a librarian, even part-time. North Carolina, Oregon, Washington, and New York are among the many states showing more rapid and greater establishment of elementary school libraries than New Jersey.

From 1952 to 1962 elementary school librarians in the state increased from 35 to 245, although growth has been at a much faster pace in the last two years (See Table XI). Table XII also shows that of the libraries reported there, only 31 reach the basic size of 6000 volumes and only 14 have a full-time librarian for 500 students. The fact that 955 schools report having a separate library room indicates that the number of schools with libraries could be more than doubled without construction of additional physical facilities.

We have failed to provide students in New Jersey colleges and universities with adequate access to materials, in comparison to students in other states and in terms of the needs described in this report for quality collections.

New Jersey has 41 institutions of higher education of varying kinds and purposes; among them, there are twenty four-year undergraduate colleges. Only one of these has the required number of volumes and only two meet standards for personnel (See Table XIV). No college in this group meets both these standards, although all twenty are open the required 58 hours per week and all but three subscribe to 350 or more journals. These inadequacies of staff and book collections explain to a large extent the difficulties met constantly by commuting, and even resident, students of New Jersey in securing the resources needed for their course assignments.

Table XIII shows that New Jersey ranks 24th among the states in number of books per college student and that library service in New Jersey colleges and universities ranks 22nd in financial support per student. Not only is this out of line with New Jersey's rank in ability to pay (usually cited at fourth or fifth among the states by a variety of measures), but such states as Alaska, Vermont, Kentucky, Maine, and Georgia rank higher than New Jersey on one or both of these measures.

When the figures for one very outstanding independent institution are subtracted from the data in Table XIII, it is plain that state colleges and the other independent institutions in New Jersey are receiving a very low level of support indeed. Excluding Princeton University from the data, New Jersey would rank 50th and 45th on these two factors, respectively.

Facilities of those library agencies with over-all, statewide responsibility are undernourished and lagging because of a lack of adequate financial support and a framework for coordination.

New Jersey's state library agency, administratively a division of the State Department of Education, consists of four bureaus: The Bureau of Law & Legislative Reference, for the use of legislative, executive and judicial branches of the state government; The Bureau of General Reference which serves as a depository for all official state publications as well as U.S. government documents and gives general reference service to all agencies of the state government; The Bureau of Archives and History which acquires and preserves basic New Jersey historical documents, exercises general supervision over public records at state, county, and local levels, and conducts a centralized microfilm program for all state agencies; and The Bureau of Public and School Library Services which provides advisory service to public, school, county, and institutional libraries and augments their resources by lending materials to local libraries. Despite a limited staff component, the latter Bureau is of significant assistance to many libraries in the state. Salaries for professional personnel in the state agency are not competitive in amount, in terms of employment, or in working conditions to recruit personnel of the qualifications they need or as set by the state's own specifications. Furthermore, comparison of the state library agency's services and facilities with newly developed standards for such agencies shows the library and its several bureaus to be in serious need of up-grading at many points, in spite of the vastly improved new quarters in the Cultural Center in Trenton in which all its activities and collections will be centralized for the first time in 1964-65. In fact, the opening of the new building will only intensify the need for increased staff and collections.

The Graduate School of Library service at Rutgers University, established in 1954 as a successor to the Department of Library Science at New Jersey College for Women (1932-1952), has shown remarkable growth in serving the needs of the state, as well as the library profession in general. A recent article in a national magazine highlighted the School as one of the best in the country. Table XV shows that its student body has grown from an enrollment of 104 in 1954-55 to 453 in 1963-64, the full-time equivalent from 44 to 200 in the same period, with an annual increase in enrollment ranging from 8 per cent to 16 per cent in each of the past six years. Reference to Tables V and IX will show the increase in numbers of librarians in New Jersey public and school libraries -- with which these data on library school enrollment are closely related; this, in spite of the fact that as a general library school Rutgers prepares personnel for libraries in institutions of higher education and special libraries, as well as school and public libraries. As of September 1964 the full-time faculty totals 14 and the part-time faculty numbers 4-3/5 in full-time equivalent. Several major research projects are currently being conducted at the Library School. These are official school projects, co-sponsored with other agencies which partially support the projects financially; they require office space, faculty time, and added clerical and administrative personnel. They are focussed on the needs of libraries in New Jersey as well as on topics of national, even international, significance. As a professional school, these activities are essential to advancement of the profession both in New Jersey and in the country as a whole. But the point is that the physical quarters in which the school's instructional program is now being conducted are so inadequate that both faculty and students (with only four classrooms to use) are seriously handicapped. It is imperative that funds be provided for these essential facilities in order to provide personnel for the state.

Coordinated bibliographical control and establishment of research collections and services on a planned cooperative basis exist only on a "courtesy" basis in this state. Data gathered by the NJLA indicate that there are more than 160 special libraries in New Jersey, of which 40 per cent were established during the 1950's; as a rule, these libraries serve only a special, restricted personnel and not the general public. The four universities in New Jersey have sizeable research collections both quantitatively and qualitatively. The State Library also provides a specialized research function to the state as a whole. The Newark Public Library, the largest of its type in the state and supported, except for a small state aid grant, by the taxpayers of that city, provides many library services and use of its resources to citizens from outside the city -- indeed from every county of New Jersey. But, no really effective network has been established to provide resources at this "third level" to research workers of the state, nor indeed to obligate the libraries to give the service except by courtesy. The establishment of channels of communication and mechanics for development of use of coordinated resources is needed far beyond the current voluntary cooperation of libraries and librarians which has in the past been the tradition of American librarianship.

KNOWLEDGE FOR ALL THROUGH LIBRARIES

One way or another, New Jersey must and will get adequate library service. Obviously it cannot choose to do without the record of contemporary knowledge without forfeiting its role as a modern state.

Several alternatives are available. New Jersey can elect to "borrow" library service from its two larger neighbors, sending its students, specialists and advanced readers to New York City, to Philadelphia, and to the growing resources along its borders. That is, New Jersey can do so until these other states decide to limit their facilities to those who pay for them. Or New Jersey can converge on the few strong libraries within its borders -- Newark Public, Princeton University, Rutgers University -- draining strength from them for all the people. This also represents a door already partly closed and sure to close further as these centers increasingly find their resources unequal to the needs of their constituents.

In time the inevitability of sound library service will be recognized, and, at that stage, the impracticability of depending on others for the knowledge needed to live in and operate the State of New Jersey. The alternatives will then be narrowed to two. Each existing library -- in schools, in communities, in colleges, in business and industrial organizations -- can somehow find large sums of money in order to expand to meet demands made upon it, and where libraries are lacking new ones could be established. If New Jersey can afford this kind of service, with a complete library in every town and school, such unplanned and uncoordinated expansion would work. The catch is that such service would cost several times more than a coordinated structure of library service -- and is not likely to be achieved in this century and perhaps not in the next.

Or New Jersey can proceed to build up a coordinated network of library service, with libraries near people providing the facilities they need most frequently, and these libraries in turn related to larger units with more specialized resources. This would draw upon some 1,600 libraries already existing in the state. While these units would have to be improved, they would each not have to try to become complete. Unnecessary duplication of resources and of effort would be avoided. The cost of the network, useful to all the people, would be a fraction of that for maintaining the schools, which serve a portion of the population. And the network could be developed in five years, giving sound library service to every person in New Jersey by 1970.

It happens that the two neighboring states have each in their own way made progress on such a coordinated structure of library service. Over 600 public libraries in New York function together in 22 library "systems," and the 22 in turn are increasingly finding ways to act jointly. Pennsylvania has a somewhat different plan, with library service focussed upon some 29 "central" libraries which back up the local units, and which are related to the four super-libraries in the state, in Philadelphia, Harrisburg, State College, and Pittsburgh.

New Jersey will not find the solution to its library needs in the plans of any other state. But if it is to have minimum adequate facilities for all, reinforced by the means to mobilize special resources as required, it must develop its own coordinated network. Only in this way will there be "knowledge for all" in New Jersey.

Stripped to essentials, New Jersey libraries need to achieve two goals:

1. A coordinated network of library service over the state.
2. Adequate financing of libraries by both the local sources of revenue and the state government.

Plan for Development of New Jersey Library Service

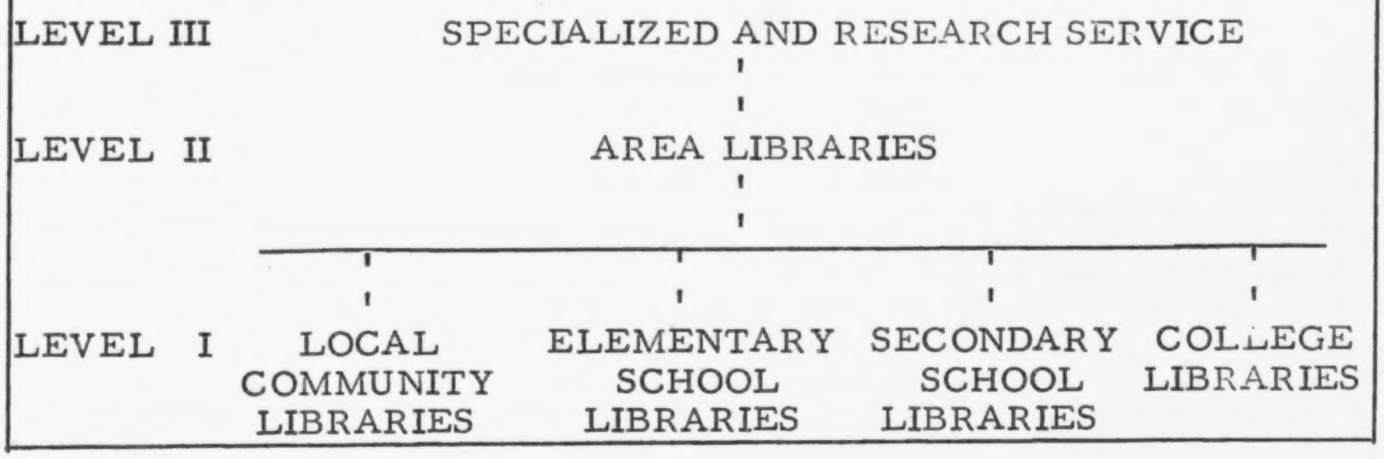
Any plan must start with what is available, and build on this foundation. The starting points for library service in New Jersey are the 1600 existing local libraries in communities, schools, colleges, business and industrial organizations and professional associations. They constitute the foundation or first level. Actually there are four sides to the foundation, made up of public libraries, school libraries, college and university libraries, and special libraries. All four must be built into the structure if it is to be complete, and all four must carry their share of the load if the structure is to be sound and enduring.

Within these many local libraries, there are a small number which stand above the rest by virtue of scope of resources and capacity of staff. They are strong points in a total picture which shows many weaknesses. A coordinated plan of library service for New Jersey will draw on these strong points, working them into the design of the structure, rather than having their strength restricted only to the individuals in their immediate neighborhood or constituency. This does not mean simply opening this higher-quality service, which is supported by a particular city or institution, to other persons who do not support an equal level of facility, but rather points towards a plan by which the stronger resource would receive adequate compensation for opening its doors to other localities and groups, thus helping it to meet the mounting costs involved in continuing to build subject collections of depth and scope. These strong-point libraries constitute a second level of service in New Jersey, which must be developed if the state is not to be handicapped by its many small collections able to serve only a portion of the library needs of people today.

Rising even above the strong-point libraries are a very few preeminent collections. These are found in the State Library, the few large university libraries, and the one large city library. Certain smaller but specialized libraries maintained by industrial organizations also have unique resources which add to the total library strength of the state. This small group of libraries constitutes a third or upper level of service, able to meet the highly specialized needs of an urban and industrial community. But these unique resources must also be built into the total library structure if it is to reach its full height and completeness.

Library resources in New Jersey must therefore develop at these three levels if needs are to be met. The levels are related, as shown in Figure 1, one in a sense leading to another, flowing naturally to the next, and reinforcing each other. Together they can be made to provide a coordinated structure -- a statewide library program -- that draws on all resources and makes them available to everyone.

FIGURE 1. THREE LEVELS OF LIBRARY SERVICE


LEVEL III
SPECIALIZED AND RESEARCH SERVICE
LEVEL II
AREA LIBRARIES
LEVEL I
LOCAL COMMUNITY LIBRARIES
ELEMENTARY SCHOOL LIBRARIES
SECONDARY SCHOOL LIBRARIES
COLLEGE LIBRARIES

The three levels will be discussed under the headings of local facilities, area services, and statewide resources.

Local Facilities--the First Level

Local facilities includes the wide range of libraries that provide direct service to people. There are 344 public libraries in New Jersey in this category, over 1,000 school libraries, 41 college and university libraries, and at least 161 special libraries. Any effective plan must start with the strengthening of these grassroots resources, and with their coordination so that each does not stand alone.

The first level of local sources must achieve the minimum standards set forth in the second part of this report for public libraries, school libraries of all kinds and levels, and college libraries including the new community colleges. There is no point in designing a fancy statewide plan, with highly specialized facilities at certain points, if the libraries immediately available to community residents and students cannot carry their regular day-to-day reading requirements. If a student needs a book for an immediate assignment, it will not meet his problem if the book is available at some distance where he might get it over the weekend when the assignment is past due. Similarly, the reading needs of a community resident for material about some national issue will not be met if his local library lacks the resources and the material is at a distance where he cannot reach it until a new and different public issue occupies his attention.

Every local constituency or institution supporting a library must make a reasonable financial effort to provide its own resources. No plan is sound which simply passes financial obligations on to higher units of government. In the case of public libraries, the support should be at least at the rate of one-third mill on each dollar of equalized valuation. Most New Jersey communities already achieve this level, and in fact the statewide average is now close to one-half mill. It would not seem justified to make state funds available or to provide other improvements in library service to those communities which do not care enough about their resources to make the minimum effort. The level proposed here is not high, and it is the decision of each community whether it believes enough in "knowledge for all" to come at least to this level. If a small number of jurisdictions decide not to meet the minimum financial requirement, they will stand outside the network of library service and will have to get along without access to the record of present-day knowledge.

Similarly, every school in the state must have a library which meets minimum standards, and the school libraries must be supported at a reasonable minimum level to meet the regular demands of students for library resources. The minimum acceptable figure should be $4.00 per student for library and related materials, and $6.00 per student is not an unreasonably high standard. These standards are recommended by the State Department of Education and should be implemented in school systems throughout the state. Once again it would hardly seem justified to open higher level facilities to those communities where the school officials or voters decide that they do not have enough interest in adequate resources for their school children to come up to this minimum level. If in the future the present state aid plan for schools in New Jersey is revised, or different bases considered such as the shared cost plan recently set up in New York and Rhode Island, then it is strongly urged that the great need for up-grading high school libraries and establishing elementary school libraries be seriously considered and provision made for such assistance in any new state aid plans.

Even if they make at least a minimum financial effort, some communities are too small to be able to raise the total funds necessary to maintain public library facilities at the recommended level. They may come up to the requirement for financial effort but still not be able to achieve the recommended amounts because their population and financial base is too limited. This is similar to the problem which small communities face in seeking to maintain a modern school system. The solution has been to coordinate local school areas into consolidated districts which are able to maintain education at the necessary present-day level. The solution for libraries is not the same, but there are different ways in which the same goal can be achieved by joint action among communities. Even the small community can have facilities at the minimum standard level, by cooperating in one way or another with its neighbors, in order to create a larger unit of service. There is no one prescribed way for doing this, but actually several alternatives are already available under New Jersey state law.

1. Contract with a larger library

   A locality without its own library facilities or with facilities that cannot come up to standard may enter a contract with another library to get the necessary resources. This might provide simply for the residents of the contracting locality to go and use the established resources in the other jurisdiction, including borrowing books for home use, assuming these facilities are close enough to provide convenient access. Or a branch of the existing library can be established in the community seeking service. For more scattered rural areas the first steps in service can be brought out by bookmobile, and the facilities in the established center used when the family comes to town for marketing or other purposes. The locality obviously would propose the terms of the contract, rather than having terms thrust upon them. And if a suitable agreement is reached, the library dollar will buy much more under these circumstances. It is a little like a family buying clothing or furniture from a central source rather than making these commodities themselves.

2. Establishment of a joint library

In this case, rather than one party contracting with another, the two join together in a legal partnership. The result is one consolidated library serving two or more municipal areas. The board of directors has representation from the several communities. One library, with one chief librarian, cataloging office, and business and purchasing unit, serves the total area, with necessary library branches or bookmobiles to make facilities convenient to people. There is no reason why two or three adjacent localities should not develop and take pride in one library rather than in several separate libraries -- in fact, take greater pride because the joint unit will be better and deserving of greater respect.

3. Consolidated county library

The localities and libraries within a whole county can join together in a county system. New Jersey has partial units of this kind in thirteen counties at present and they can be established elsewhere as needed. However, in many of these existing units two conditions work against the effectiveness of the combined agency: some of the larger municipalities do not participate at all, but stand outside and exempt from the system, and some of the smaller municipalities continue to maintain their own libraries even though affiliated with the county program, thus in a sense perpetuating two library programs and two library tax assessments in the same locality. If existing county libraries in New Jersey were really to be unified systems over the whole county area, weak facilities would be eliminated -- and yet each person would have his own county library, with a properly designated board and control over expenditures by his county officials. Here the analogy is to good county parks serving all residents of the area.

4. Cooperative federation of nearby libraries

This form of joint action permitted under New Jersey law does not eliminate existing libraries. Each keeps its own board of directors, budget, and service program. But joint activities are entered into voluntarily, either for economy or for better quality, or both. Examples would be the joint purchasing of books in order to get larger discounts, cataloging of materials in one location so that this work is not duplicated on the same title in several libraries, the sharing of the services of a children's librarian or other professional specialist which each smaller locality could not afford to hire by itself, and even simply the opening of borrowing privileges to all persons in the participating communities so that each individual can

> use the library that suits his reading interests, work location, shopping habits, or schedule. In a federation the individual citizen has double control over his library service, through the legally-designated trustees of his local library and the representation from this group on the board for the federation. A notable example of a federation has been built up in New Jersey, in the Mid-Bergen Library Federation, which coordinates the program of six libraries serving 100,000 people, thus raising the quality of local service available. Such cooperative local groups should in turn be related to the next or second level of service described below, organized around "area libraries."

Extra effort and facilities are needed to get any of these forms of joint local action started. Once coordinated, and qualifying for regular state aid, the joint groups will have the means to improve service. But the first steps should be encouraged and helped financially in the form of establishment grants from state funds. A sum should be made available each year to state library authorities for this purpose, to be used for establishment grants of up to $1.00 per capita. This would enable several smaller libraries to become established as a system able to meet standards.

No new public libraries should be established in New Jersey unless they can achieve the minimum service standards for local libraries. Instead, one of the alternatives for coordinated services with other areas should be utilized. New libraries which nonetheless are established that cannot achieve standards should not be given the benefit of state financial aid. In unusual circumstances a library may get started without the ability to achieve standards, but in this case there should be provision for them to present plans to the state showing how standards can be reached within a very few years. However, it is neither in the interest of local people nor justifiable from the standpoint of use of tax money to have funds going into a facility which cannot give adequate service when alternative means to achieve this goal are readily available.

Equalization grants should also be made available to the localities least able to pay for library service. There are areas in New Jersey where a one-third mill tax for libraries will not produce enough for even the lowest acceptable minimum of library facility, because the amount of wealth and the tax base is so limited. Such districts occur in purely rural areas that are not productive, and they occur in deteriorated urban areas that lack industries as a source of tax revenue. Where a tax effort of one-third mill on equalized valuation does not produce at least as much as $1.50 per capita for library service, the state should make up the difference. Even the very poorest sections would thus have a start toward minimum acceptable resources. If they have a considerable population base, or if they coordinate their efforts with other libraries through contract or federation so that they can achieve minimum standards, they will then qualify for state aid of $1.00 per capita and will move further toward modern library resources.

If local libraries are properly organized to provide an adequate population and financial base, if their communities make a reasonable financial effort, and if the minimum local standards are achieved, New Jersey will have the beginning of sound library service. These local facilities will be able to meet only part of the demands upon them -- thus the need for higher levels of service -- but they will be able to meet the more regular day-to-day requirements of readers. The people of New Jersey will thus have a source of knowledge to which all can turn.

Area Services--the Second Level

Twenty-two area libraries, strategically located over the state, should be developed to backstop the many local units in schools and communities. These will be strong points to which both smaller libraries and individual readers from communities and schools can turn when local facilities do not suffice. This does not mean the establishment of new libraries, but rather building up of existing facilities which already show some strength, and which with additional financial help can achieve the standards outlined in the second section of this report.

Twenty-one of the agencies would be existing public libraries and one a college library. They would serve not only their traditional clientele, the general public or college students as the case may be, but would serve on a region-wide basis. Area centers as here conceived would grow in time into a strong form of library facility, serving public, school, and academic libraries in large districts of from 200,000 to 500,000 people.

These libraries will stand within a half hour of most residents of the state. They will have, or will **rapidly** acquire, relatively strong collections of 150,000 volumes, and professional staffs which include specialized personnel. They should move over a two- to three-year period through the following stages of development.

1. The following services should be provided immediately following designation as an area library and the receipt of initial funds:
    - (a) open collections to use in the building by persons living in the designated service area;
    - (b) provide reference and reading guidance to all residents of the designated service area;
    - (c) provide inter-library information and reference service (by telephone and mail) to all public, school, and college libraries in the service area.
2. The following services should be initiated within one year:
    - (a) prepare information and publicity about the services of the area library for distribution through local libraries, newspapers and other media;
    - (b) develop lists of holdings, at least covering recent acquisitions, to be duplicated and available for consultation by public, school, and college libraries in the area;
    - (c) provide single copy photo-copy service at cost and with care to observe copyright provisions to all public, school, and college libraries in the service area;
    - (d) maintain a collection of general and subject indexes and bibliographies for books and periodicals, covering materials both in the area library and in other libraries, and providing leads on other resources available outside the area;
    - (e) provide inter-library loan service to all local libraries in the area;
    - (f) establish an area-wide coordinating council of librarians for planning development of cooperative activities among the libraries in the area.
3. As state grants in line with proposals in this plan become available, the following goals should be achieved:
    - (a) establish borrowing privileges to area residents, to go along with reference service instituted in the first phase;
    - (b) build up and maintain a broad basic subject collection of at least 150,000 volumes, covering topics of current and background interest and supplementing resources in local public and school libraries;

(c) build up resources of books and periodicals to serve special interests of the enlarged service area, such as industrial, agricultural and educational interests;

(d) develop a comprehensive reference collection of fact sources over the full range of contemporary interest in the area;

(e) subscribe to at least 350 current periodicals, most of which are indexed, and retain for ten years or more those with continuing reference value;

(f) establish cooperative and coordinating operations among the libraries in the area so that they function together as a system.

Thus it is seen that these area libraries will constitute first a strong point to which individual readers can turn, second a center for existing smaller libraries, and third over a period of time the nucleus of groups of libraries functioning together in systems. Movement toward closely-knit systems should be pushed as rapidly as circumstances permit.

The areas in which centers are to be established are listed in Table A, with a general indication of area to be served, the 1960 and estimated 1970 populations and selected libraries recommended as ready now for initiation of service as area centers. A detailed list of the municipalities in each area will be found in Appendix II. Libraries recommended as ready now for initiation of service as area centers have been selected on the basis of an extensive field study by a library extension specialist, Miss Mildred Sandoe of Ohio, and of advice by the Division of State and Regional Planning, New Jersey Department of Conservation and Economic Development. The Division of State and Regional Planning assigned a staff member to this study and made its extensive data available in reaching designation of functional library areas. The data included present and emerging traffic patterns, areas served by major shopping centers, and present and future population. These are the natural areas; in some cases, county boundaries may necessitate some adjustment in the boundaries to correspond with taxing districts.

Of the thirty-one libraries studied, fifteen are here recommended to begin serving fifteen of the twenty-two areas listed in Table A. These libraries are already partially advanced towards area status. They will need to build up collection and staff, but already have the

TABLE A. PROPOSED LIBRARY AREAS FOR NEW JERSEY AND SELECTED CENTERS [1]

Library	Area	Population 1960	Population 1970(Est.)
(1) Ridgewood P.L.	Northern Bergen County	301,199	424,708
(2) Hackensack P.L.	Southern Bergen County	448,817	513,996
(3) ________________	Passaic County	448,422	545,222
(4) Jersey City P.L.	Hudson County	559,647	541,051
(5) Newark P.L.	Adjacent municipalities to the east	473,784	466,271
(6) Bloomfield P.L.	Area northwest of Newark	223,928	240,485
(7) East Orange P.L.	Area west of Newark	294,397	313,344
(8) Linden P.L.	Area southwest of Newark	295,239	329,875
(9) ________________	Morris County	237,854	337,710
(10) Sussex County L.	Sussex & Warren Counties	124,026	150,422
(11) Plainfield P.L.	Western Union County	264,995	360,156
(12) ________________	Eastern Middlesex County	246,969	340,029
(13) ________________	Western Middlesex County	174,110	247,501
(14) Somerset County L.	Somerset County & part of Hunterdon County	127,053	177,510
(15) Trenton P.L.	Mercer County & part of Hunterdon County	295,098	350,501
(16) Monmouth County L.	Monmouth County	330,645	473,990
(17) Ocean County L.	Ocean County	99,003	147,187
(18) Burlington County L.	Burlington County	209,209	292,700
(19) ________________	Camden County	378,300	473,200
(20) Glassboro State Coll.	Gloucester County & part of Salem County	164,285	209,644
(21) ________________	Cumberland County & part of Salem County	156,609	192,132
(22) ________________	Atlantic & Cape May Counties	212,793	286,506

---

[1] Population figures supplied by New Jersey State Department of Conservation and Economic Development, Division of State and Regional Planning.

basic structure for their enlarged role. Funds should be made available to them, as described below, so that they can open facilities both to libraries in their areas and to individual readers who elect to come directly to the area center. These recommendations are based on the potential of certain libraries, but there may be such factors intervene as willingness of library boards to cooperate or difficulties in prosecution of plans; there is need therefore for the State Library to have freedom to negotiate with these or other libraries for this new responsibility.

In seven areas of the state, however, no library is designated for immediate implementation of area service. In these areas, the libraries studied as possibly ready for area service are either so new that they do not yet have the foundation necessary for areawide service or they have recently had difficulty in making progress, either in library staff, program, or income, or all three. It is proposed that these libraries be placed in a deferred category and be given state financial assistance only to the extent that specific programs for improvement are developed. As the newer of these libraries become better established, they will qualify for full status as area centers, and as others develop more substantial local support, these also will qualify for full status, as will be the case in one county if the building problem that exists in this area can be solved. Special financial aid should be given to those of these deferred area centers that show progress and that submit plans for specific and clear-cut development and increase in support, to help move them toward full status as area centers. In this case the State Library will need to work actively with trustees and staff to develop their readiness for the demanding new responsibilities.

The Newark Public Library, as the strongest public library in New Jersey, has a special role to play in this system of area centers. For several smaller communities immediately to the east and northeast, it will serve as a regular area library. Over and above this it will backstop the area reference libraries throughout the whole northern part of the state by the establishment of the Metropolitan Reference Center of Northern New Jersey. To this end, it should move forward with the development of collections of various types which are needed in New Jersey, such as material in foreign languages, a map collection in depth, detailed subject and national bibliography, and also by providing training, bibliographic and related services connected with these specialized resources. Individuals living in smaller communities would turn first to the area libraries in the northern metropolitan district, and if their special needs cannot be met there, they would either be referred to the Newark Public Library or the needed material would be obtained from that source through inter-library loan. For these various extra-special services, the Newark Public Library is to receive state financial support, over and above its state grant for serving as an area library for a district to the east. Thus the Newark Public Library will serve as a metropolitan research library, to increase even further the level of service made available to this most populous portion of the state.

Statewide Specialized and Research Resources--the Third Level

The proposed area libraries in New Jersey will build the pyramid up toward a genuine network of library service in the state, but they will not complete the structure. To carry forward the advanced work of present-day life, materials and services will be needed on highly specialized topics. These may arise in connection with academic research, calling for facilities beyond the scope of those on the individual campus on which the research worker is located. Highly specialized needs may also arise in connection with applied research, which is concerned with utilizing the results of basic investigation in the practical work and technology of the state. Examples are petroleum and pharmaceutical investigation, the communications industry, or marketing. With people engaged in such specialized activities, the individual community resident also develops very special needs requiring research-type material well beyond the scope of his area library. These may arise in connection with his business or profession, or they may simply be personal interests of the kind developed by highly-educated people.

Once again a means must be found to mobilize resources to serve at this high level, short of simply trying to build up every specialized collection to the point where it would be able to handle every conceivable demand upon it. Even as a complete area library could not be justified in each small town, in terms of cost and of amount of use made of it, so a complete research library could not be justified in every city, academic institution, and industry.

Mobilization of resources at this level calls for two clear-cut ingredients: coordinated planning for building resources, and means for gaining access to resources.

To mobilize and build resources it is proposed that a plan be developed for selected specialized libraries in New Jersey, each to take responsibility for designated subject fields and to be given special financial help in building them as statewide resources. To a very limited extent this kind of provision has already appeared, for example in the agriculture collection at Rutgers University, which is generally considered the State's resource in this field and to which research and technical people naturally turn when seeking special agricultural literature. Some universities have built extra strong collections in fields emphasized by faculty research, and to a degree these resources are called upon by individuals outside the institutions.

There is need to block out the variety of subjects which should be developed to meet the requirements of New Jersey. These would run the full range from chemistry to New Jersey history. Undoubtedly it would be only practical first to identify the items requiring highest priority and to start with these particular fields. One example of an area which might be given a high priority for attention is that of medicine, in which New Jersey certainly needs a preeminent library collection. Nor should a designated New Jersey library for the blind be forgotten in the plan.

The whole range of kinds of libraries would be involved in this coordinated structure of research and technical resources. Obviously the university libraries have a place. There are certain fields for which the State Library should take prime responsibility. Larger public libraries have a contribution to make, such as the already strong business resources of the Newark Public Library. Corporate libraries also fit into the picture -- for example, the electronics resources at the RCA library or

8

materials in the field of transportation held by the Public Service Company.

It must be stressed that a plan of this kind would not mean that libraries other than the one designated as the statewide resource would in any way be restricted from building their collections as needed by their clientele. For example, other agencies might well add agricultural materials to the extent needed frequently by their own people, even though the Rutgers collection remained the statewide resource. The point of the plan is to insure at least one strong collection in the state. This can be turned to by individuals when resources closer to them give out. The existence of the recognized statewide resource will relieve other libraries from buying highly specialized materials for which they may not have frequent use.

Designation of the priority subject fields and of the participating libraries will require substantial study and consultation over a period of time. To achieve this it is proposed that a Council on Statewide Library Resources be formed, with the State Librarian as chairman, and with membership from major university and research libraries in the state. This group would be given state funds, as part of the total program for library service in New Jersey, and after appropriate study would select subject fields for first attention and then designate libraries which are at once the logical center in each subject area and which are willing to assume the responsibility, and these would be appropriated funds by the Council to help carry out their responsibilities.

A structure of research library resources has only theoretical or potential value unless readers can gain access to them. Libraries which accept responsibility -- and funds -- for special collections must also make them available. Direct access for consultation of material in the library should be opened to qualified individuals who have first exhausted their local and area libraries. It would seem proper to limit access either to persons known to be doing special or advanced work, or to persons with authorization from their area centers, extablished either by letter or by telephone call. Third-level resources should be there for readers who turn to them as a last resort, but the plan will break down if indiscriminate use is permitted to individuals who for some personal reason happen to prefer to use the special collections. The usual borrowing regulations of the holding library would apply to outside as well as to regular users, and there undoubtedly will be unique collections which will not be available for borrowing for use outside the library.

The designated third-level libraries must also make available their specially-supported collections for inter-library loan and photocopy service. Loan provisions among libraries would be restricted when materials are irreplaceable or very expensive, and might also have to be restricted in periods of unusually heavy use. Duplication of single pages and groups of pages, by photographic copying, is also a means of making material available to a reader at a distance, but should be limited to single copies distributed at cost and not for profit, and policies on duplicating should take account of copyright law.

In a sense even the right of access to a collection represents only a theoretical advantage unless the potential reader knows where the collection is and what it contains. Often his search will take him first to a larger library in his locality or to his area center. These units should be kept fully informed of the plan for building statewide resources and of the agencies designated for specified subjects. Thus, if a reader seeks a book on New Jersey history not held in the area, and if a library has been designated as the state source in early history, he obviously will be sent on to this facility.

It is proposed that a Library Reference and Referral Center be established in the State Library, as an instrumentality of the third level of service, to channel and direct requests flowing up from local and area libraries. This would not be a very large collection, or even a very large staff, designed as the one final resource to handle all specialized requests itself. It would rather call upon and direct traffic to the network of resources over the state. Its source of information would not be in a gigantic union catalog of all holdings in the state, which would be very expensive and cumbersome, but rather would derive from standard bibliographic sources and an intimate knowledge of collections in New Jersey. This office would further keep information flowing back to area and other libraries on resources available so that more and more requests could be handled directly from the originating library to the holding library. It would also have responsibility for periodic review and checking to determine how effectively, efficiently, and rapidly the interchange of needed material is occurring in New Jersey. Immediate means of communication should be established between the office, libraries designated as statewide resources, and area centers, probably by teletype.

The Library Reference and Referral Office would in substance function as the secretariat of the Council on Statewide Library Resources. It should be located in the State Library, and the State Librarian will also be chairman of the Council. In time this office might eventually replace part of the present library loan service from the State, as areas within New Jersey come to have the resources for which some libraries now turn to Trenton, and more specialized materials are supplied by units within the third-level plan (of which the State Library would be a part). This does not mean that the State Library would discontinue all purchase of general books, but these would be selected in part to serve the members of the state government in the same fashion that any library acquires books to serve its immediate clientele. For a considerable period the state loan services will also be needed to backstop the smaller area libraries.

A sound and complete plan for library development in New Jersey also calls for additional services coordinated from the state level. The State Library at present through its Public and School Library Services Bureau offers consultation and guidance to local public and school libraries. It is essential that this service be intensified, to promote the development of local libraries, the growth of area centers, and effective relations between the two. At the present time, the field staff for public libraries should be increased at least to six individuals, one for each two or three areas. Field workers must be of a caliber to deal not only with small libraries but also with the larger area centers. For school libraries, where the number of units is several times larger than in the case of public libraries, and where many additional libraries must be established in elementary schools, the number of field workers should be larger still, one for each county. These individuals would work not only with the schools in their districts but also with the area libraries, which are to serve students as well as general readers.

A final statewide library resource that is essential if any plan is to work is qualified personnel. Library service requires graduate professional training and skill to deal with the range of recorded knowledge and the variety of reader needs. State funds should be provided for scholarships for graduate library study, and the Graduate School of Library Service at Rutgers University needs both faculty and adequate quarters to do its job.

ROLE OF THE STATE LIBRARY

The New Jersey State Library, and particularly its Bureau of Public and School Library Services, must be strengthened to meet the needs of New Jersey. The successful implementation of the plan of library development proposed in this report depends on active support from the State, and particularly from the State Department of Education. At several points the State Library is the key to coordination of statewide resources. Since 1945, when the former Public Library Commission and the former State Library were combined into the Division of the State Library, Archives and History of the State Department of Education, the combined State Library agency has played an increasingly important role in statewide library development. With the support and encouragement of the Commissioner and the State Board of Education, legislation has been enacted providing for state aid, for certification, and for the creation of the Library School at Rutgers; the staff of the State Library has been expanded; and a new State Library building is now nearing completion.

These gains, while significant, give no assurance that the State Library is prepared to meet the new and challenging demands soon to be made upon it. Library development in New Jersey depends on strengthening the State Library in a half-dozen dimensions:-

1) Personnel. This applies to number, level, and salary scale. The State Librarian should be classified as an Assistant Commissioner in the Department of Education, as the officer in charge of a form of education used throughout New Jersey by children and adults alike. Other positions should be reclassified in line with responsibilities carried and salary necessary to recruit and to hold experienced

professionals. The number of staff positions must be increased to carry added responsibilities resulting from greater public demand and increased library interdependence.

2) Inter-library loan service. Local New Jersey libraries turn to the State Library for needed titles which they do not possess. This service must not only continue under a coordinated statewide program, but must increase in level and in depth. As local libraries are able to meet the more common requests from their own resources and from the area collection in their own regions, it will be the more specialized requests that come through to the State Library. The state level must also give increased attention to the audio-visual materials needed in informal education throughout the state.

3) Reference and referral service. Even as title requests at the state level become more specialized, so information and reference requests will also become more advanced and complex. The New Jersey State Library should not seek to become another Library of Congress with a huge collection. But as outlined above in the discussion on "the third level" it should be the focal point for a reference and referral service directing inquiries to all New Jersey libraries in a network, calling on resources outside the state when necessary. The State Librarian must take a key role in the coordinated development of subject collections in specialized libraries in New Jersey.

4) Consultant service. The small staff of state library consultants has helped New Jersey libraries develop to the present point. Any future coordinated development requires more such service. This applies equally to consultants for public and for school libraries. For immediate implementation, the Committee recommends (1) expansion of the public library consultant staff by five to six in the near future, with ultimately one working out of each area library, under direction of the State Library and (2) establishment of the position of county school library consultant on the staff of the county superintendent of schools and working under direction of the State Library for guidance and coordination of school library services in each county.

5) Administration of financial aid. Present and future state financial aid calls for careful and constructive administration. Now the

same qualities are called for in handling federal funds for both service and building construction. The State Library already administers several million dollars of aid funds annually, and the amount must increase. The judgment and integrity exercised in the process will directly affect library progress in New Jersey.

6) Planning and research. The state staff has participated actively in the work of the Committee which prepared the present report. But planning is not just a one-shot activity. It is the state agency which must continue to exercise leadership in continuous planning for development of state resources, by means of collecting thorough statistics and issuing reports promptly, of encouraging experiments and research into unsolved problems, and of stimulating and guiding planning by librarians, public library trustees, county library commissioners, and by school and college officials.

Cost of Adequate Library Service in New Jersey

In 1964 approximately seventeen million dollars will be spent on general library service in New Jersey, some $2.75 per capita (in 1963 the total was $15,731,976). The bulk of the money, fifteen million dollars, comes from local property taxes. The remainder is in the form of federal and state aid to libraries.

The sources of funds do not bear a logical relation to the legal responsibility for library service of the several levels of government. Libraries are part of the education system, and education is specified as a responsibility of New Jersey in the state constitution. One would therefore expect the state government to be carrying a considerable share of library costs, but its percentage in 1964 will be about 4 per cent of the total. The federal government actually provides almost twice as much as the state, despite the fact that education is a state responsibility. The overwhelming load for library service, as for most New Jersey services, falls on the local property tax.

The program outlined in this report, to give New Jersey adequate library facilities to meet its needs as a modern state, will require almost thirty million dollars in place of the present seventeen million. Four to five million additional should be provided by those localities that have made only a limited effort to support libraries, first to bring all up to the minimum effort of one-third mill on each dollar of equalized valuation, and then to have more libraries come up to the state average of almost one-half mill.

The remainder of the increase is needed to build the second and third levels of library service. Table B provides a breakdown of the funds needed.

TABLE B. ESTIMATE OF ANNUAL FUNDS NEEDED FOR STATEWIDE NETWORK

State share of basic library service, at $1.00 per capita	$4,000,000 - $5,000,000 for libraries supported at least at one-third mill rate and coming up to local standards.
Equalization aid for communities which make reasonable financial effort but still cannot provide minimum adequate funds	$400,000 to make up difference between 1/3 mill return and $1.50 per capita.
Area centers at 50¢ per capita for persons gaining access to these facilities	$2,500,000
Third-level network	$300,000
Referral office	$50,000
Establishment grants for joint, regional and federated libraries	$200,000
Scholarships for professional library study	$50,000
Field workers for school and public libraries	$200,000
TOTAL	$7,700,000 - $8,700,000

These funds must come from state and federal aid to libraries. Up to two million dollars may be expected from federal sources. At present New Jersey provides under one million dollars in state aid to public libraries. The program therefore calls for an additional five million dollars of state money. The state share would then be close to $6,000,000 per year, to create a coordinated network from the present 1600 separate local public, school, college, and special libraries in New Jersey.

The coordinated structure will not come into existence instantaneously, but will have to be built up steadily over a few years as funds become available. The following priorities are suggested in building the structure:

1st priority

Area library centers
State scholarships for professional study
Field workers

2nd priority

Establishment grants for joint, regional and federated libraries
Third-level network for research and specialized materials
Referral office

3rd priority

State contribution to local libraries that can achieve standards

Library service is used by all the people. It feeds knowledge into the flow of New Jersey life. Libraries are part of the educational system. Localities must make a reasonable effort to support libraries, but the key to library development in New Jersey is whether the state level of government will do its share. The additional five million dollars of state money called for will benefit every person in New Jersey, and will make of this a state that ensures knowledge for all.

APPENDIX I.

DATA ON THE PRESENT STAGE OF NEW JERSEY LIBRARIES

The tables given in this Appendix are those essential to the documentation of statements made in the body of the report, particularly in the section on "Present Library Service in New Jersey." The continuing study of New Jersey libraries carried out by the Library Development Committee has been recorded in a series of reports issued to the Association and to the Committee and are listed below. The tables have been drawn from those reports and from the annual statistics gathered by the Division of the State Library of the State Department of Education. Specific additional sources are cited for certain tables.

New Jersey Library Association. Library Development Committee. Report, 1962-63. Preliminary Report on Findings of the New Jersey Library Survey, 1963, by Margaret Monroe, Chairman. May 1963; Reprinted May 1964. 15p. mimeo.

——— Report of a Survey of College Libraries in New Jersey .... Juliette A. Trainor, Sub-Committee Chairman. April 19, 1963. 29p. dittoed.

*——— State Library Survey Committee Report, Edward T. Schofield, Sub-Committee Chairman. Spring 1963. 28p. mimeo.

——— University Libraries Survey Committee. Final Report, Jay K. Lucker, Sub-Committee Chairman. April 1963. 8p. dittoed.

——— Tentative Report of School Library Survey, Alpha Myers, Sub-Committee Chairman. (1963) 16p. dittoed.

——— Special Libraries Survey. (1963) 6p. dittoed.

——— A Survey of College Libraries: Supplementary Report, Anne Edmonds, Sub-Committee Chairman. December 4, 1963. 8p. dittoed.

——— Reference Materials in Five Selected New Jersey Regions, by Mary V. Gaver, Co-Chairman. February 3, 1964. 10p. dittoed.

*——— Report on Non-Public Schools, Sr. M. Winifred Thomas, Sub-Committee Chairman. (February 1964) 19p. typed ms.

*——— (Summary of School Library Data), Alpha Myers, Sub-Committee Chairman, (February 1964) 37p. typed ms.

——— Vocational and Technical High Schools -- Summary, by Mary V. Gaver, Co-Chairman. April 2, 1964. 5p. dittoed.

___ A Second Report. May 1964. 4 pts.: No. 1-- Standards for Library Service to New Jersey Readers; No. 2-- Where We Stand: Libraries Meeting Standards; No. 3-- Summary and Checklist on Reference Resources; No. 4-- Principles for a Plan of Library Service for New Jersey. mimeo.

*Sandoe, Mildred F. "Report," July 1964. 14p. typed ms.

*New Jersey Library Association. Library Development Committee. State Library Survey Committee: A Second Report, Edward T. Schofield, Chairman. August 1964. 5p. mimeo.

---

*These items are not available for general distribution. Others may be requested from Mary V. Gaver, Rutgers University, as long as the supply lasts.

TABLE I.

NUMBER OF PUBLIC LIBRARIES BY LEGAL STATUS, 1963

Association libraries	148
Federations	1[1]
Joint libraries	2[2]
County libraries	13[3]
Regional libraries	0
Municipal libraries	171
TOTAL	334
Number of library systems[4]	13

[1] Mid-Bergen Federation made up of the following libraries: Paramus, New Milford, Bergenfield, Emerson, Maywood, and River Edge, counted as individual municipal libraries; federation not included in total.

[2] Princeton and Matawan.

[3] Atlantic, Burlington, Camden, Cape May, Cumberland (opened July 1, 1963), Hunterdon, Mercer, Monmouth, Morris, Ocean, Somerset, Sussex, Warren.

[4] 37 municipal libraries and two county libraries maintain branches under direct control of the main library. Of these, only 13, however, have as many as 100,000 volumes as of 1963.

TABLE II.

SELECTED PUBLIC LIBRARY DATA BY GEOGRAPHICAL REGION[1]

Region (1)	No. pub. and county lib. collections over 50,000 (2)	No. libs. with 75+ periodical titles (3)	No. libs. open 48 hours week (4)	% pop. registered in public libraries (5)	No. college and pub. libs. with photodup. facilities (6)
NE Metropolitan	39	69	53	28%	47
NW Agricultural	2	1	2	10	1
SW Metropolitan	5	10	6	27	5
SW Agricultural	0	1	3	13	0
Seashore	5	10	7	19	6

Col. (1)

North East Metropolitan Area:	Bergen, Essex, Hudson, Middlesex, Morris, Passaic, Somerset, Union Counties.
North West Agricultural Area:	Hunterdon, Sussex, Warren Counties.
South West Metropolitan Area:	Burlington, Camden, Gloucester, Mercer Counties.
South West Agricultural Area:	Cumberland, Salem Counties.
Seashore Area:	Atlantic, Cape May, Monmouth, Ocean Counties.

[1] Columns 2-4 based on 1963 data; Columns 5-6 based on 1962 data.

TABLE III. NEW JERSEY PUBLIC LIBRARIES 1952-1963

	1952 (1)	1962 (2)	1963[1] (3)	Change 1952-1963	
				(4)	(5)
Number of libraries	262	344	334	+ 72	
Population served	4, 546, 189	5, 908, 309	5, 908, 309	+ 1, 362, 120	+ 29%
Population not served	276, 189	158, 473	158, 473	- 117, 473	
Volumes per capita	1.48	1.51	1.7	+ 0.22	+ .014%
Circulation for home use	14m	25m	27m	+ 13m	+ 92%
Total library expenditures	$6, 134, 618	$11, 921, 232	$15, 731, 975	+$9, 597, 357	+156%
Per capita expenditure[2]	$1.27	$1.97	$2.66	+ $1.39	+109%
Number of public librarians	263	497	721	+ 458	+174%
Ratio librarians/population served	1/18, 336	1/12, 206	1/8333[5]		
Salaries public librarians[3] Range	$3601 $2800-$3550	$5238 $4500-$5283			
Teachers' salaries[4] (Adjusted to 11 months)		$5417			
Average cost of adult books	$4.13	$5.90		+ $1.77	+ 42%

[1] Based on N.J. Public and School Libraries Bureau. New Jersey Public Libraries, 1963: Statistics, Directory. Trenton, N.J. [July 1964].

[2] This figure was $3.67 per capita for 25 systems in New York State for 1962.

[3] Based on salary for beginning professional (5 years college) in six selected communities--Somerset County, Trenton, Linden, Moorestown, Newark, Plainfield.

[4] Beginning salary for teachers with Master's degrees in these same six communities--average for 1962-63 of $4925; on an eleven-month basis salary would be $5417, so librarians are still slightly behind teachers.

[5] Standard given in this report calls for 1/5000.

TABLE IV. LOCAL COMMUNITY LIBRARIES — NUMBER MEETING STANDARDS FOR LEVEL 1 BY COUNTY (1962)

County	No. libs. resp. to quest. (1)	25,000 v. collection (2)	Add 1000 v./yr. at av. of $4000/yr. (3)	Open 48 hrs/wk. (4)	One prof. librarian /5000 pop. (5)	One clerk /5000 pop. (6)	Seats for 60 readers (7)	8000 Juv. vols. (8)	No. meeting only (2) & (3) & one other standard (9)	No. meeting all standards (10)
Atlantic	11	2	2	1	0	2	1	1	1	0
Bergen	53	20	22	15	15	29	16	16	3	2
Burlington	14	1	3	1	2	4	3	1	0	0
Camden	21	4	4	1	4	3	5	2	1	0
Cape May	10	2	2	1	1	2	1	0	1	0
Cumberland	5	1	2	2	1	0	0	2	1	0
Essex	19	16	16	14	10	15	14	15	0	7[1]
Gloucester	10	0	0	0	1	2	0	0	0	0
Hudson	11	9	6	8	1	6	9	8	0	1[1]
Hunterdon	5	1	1	1	3	2	0	1	1	0
Mercer	7	4	4	4	1	3	1	4	0	0
Middlesex	24	4	6	2	2	2	5	4	0	0
Monmouth	29	4	4	4	7	9	3	3	1	0
Morris	28	5	6	4	6	5	2	4	1	1
Ocean	7	2	3	3	0	2	1	0	0	0
Passaic	13	3	5	3	0	8	5	4	0	0
Salem	5	0	0	1	0	0	0	0	0	0
Somerset	13	4	4	3	3	3	3	4	0	2
Sussex	9	2	1	0	0	3	0	2	1	0
Union	20	12	14	11	9	14	11	12	1	5
Warren	9	2	2	1	3	1	0	1	2	0
TOTAL	323	98	107	80	69	115	80	84	14[2]	18[3]

[1] Newark and Jersey City Public Libraries included but do not meet standard (5).

[2] These 14 libraries serve 1,058,771 people.

[3] These 18 libraries serve 1,169,936 people.

TABLE V. SELECTED PUBLIC LIBRARY DATA FOR 1962 and 1963.

County	25,000 v. collection		Add 1000 v./yr. at average of $4,000/yr.		Open 48 hours/wk.		75+ Periodical titles
	1962	1963	1962	1963	1962	1963	1963
	(1)		(2)		(3)		(4)
Atlantic	2	2	2	2	1	1	2
Bergen	20	21	22	34	15	19	20
Burlington	1	1	3	3	1	1	2
Camden	4	5	4	6	1	1	5
Cape May	2	2	2	2	1	1	1
Cumberland	1	1	2	2	2	2	1
Essex	16	16	16	18	14	12	13
Gloucester	0	1	0	1	0	0	1
Hudson	9	9	6	9	8	8	6
Hunterdon	1	1	1	2	1	1	0
Mercer	4	4	4	4	4	4	2
Middlesex	4	4	6	8	2	2	7
Monmouth	4	5	4	10	4	3	4
Morris	5	4[1]	6	7	4	4	5
Ocean	2	3	3	3	3	2	3
Passaic	3	4	5	9	3	3	4
Salem	0	0	0	0	1	1	0
Somerset	4	5	4	4	3	3	3
Sussex	2	2	1	2	0	0	0
Union	12	11[1]	14	16	11	12	11
Warren	2	2	2	1	1	1	1
TOTAL	98	100	107	143	80	81	91

---

[1] As reported to the Division of the State Library by the librarians.

TABLE VI. PERCENTAGE OF 200 REFERENCE BOOKS HELD BY REGION IN SUBJECT AREAS

Subject Area	Montclair Region	Northern Valley Region (Bergen County)	Plainfield Region	Salem County Region	Toms River Region
Dictionaries	49.80%	27.27%	43.31%	22.22%	19.48%
Encyclopedias	58.15%	46.43%	47.06%	45.83%	37.50%
Indexes	39.75%	16.33%	19.33%	12.70%	18.37%
Religion	38.56%	29.19%	29.41%	22.70%	16.77%
Social Science	57.42%	40.34%	42.91%	31.04%	30.25%
Natural Science	42.27%	37.30%	33.00%	20.01%	27.78%
Fine Arts	38.65%	26.19%	23.78%	22.22%	19.84%
Games and Sports	31.68%	28.57%	23.53%	27.00%	20.41%
Literature	60.00%	46.67%	44.70%	45.18%	44.76%
Biography	68.94%	58.16%	59.24%	50.00%	52.04%
History	55.28%	48.98%	46.22%	36.52%	30.61%
Atlases	53.91%	31.43%	32.94%	31.11%	20.00%
Miscellaneous	43.91%	28.57%	40.00%	34.44%	32.86%
Library Science	56.09%	37.14%	45.59%	36.11%	36.43%
Local Material	59.42%	61.90%	47.06%	40.74%	47.62%
Telephone	78.26%	57.14%	58.82%	55.55%	28.57%
TOTAL	50.51%	37.10%	39.21%	31.95%	29.85%

TABLE VII.

PERCENTAGE OF 11 CHECKLISTS HELD BY 30 OUTSTANDING LIBRARIES[1]

Code No. of Library	#1 Child. Lit.	#2 Ind., Bib.	#3 N. J.	#4 S. E. Asia	#5 Space Sci.	#6 Inv., Stock	#7 Am. Art	#8 Excep. Child	#9 Urban Ren.	#10 Min. Group	Periodicals
1	16	18	64	6	16	12	10.8	15.9	8.7	34	27.03
2	42	46	64	34	26	44	16.2	27.3	32.6	76	43.98
3	62	54	86	42	68	46	37.8	52.3	52.2	72	43.24
4	36	18	72	28	34	28	5.4	22.7	32.6	52	24.32
5	34	14	56	14	10	12	18.9	6.8	19.6	40	3.69
6	42	20	46	26	44	18	16.2	25	28.3	64	4.91
7	60	56	70	54	56	76	70.3	50	84.8	98	58.23
8	72	48	94	26	18	32	40.5	31.8	39.1	74	51.84
9	42	58	88	14	22	4	21.6	54.5	6.5	34	43.73
10	80	32	72	86	96	96	70.3	90.9	69.6	96	34.64
11	62	44	68	46	56	70	51.3	61.4	69.6	96	44.72
12	60	68	94	44	44	54	64.9	59.1	65.2	86	67.32
13	54	42	78	32	48	30	43.2	29.5	41.3	76	34.89
14	74	32	66	16	18	26	21.6	27.3	30.4	58	6.14
15	80	52	72	38	24	42	54	20.4	43.5	72	42.75
16	96	96	86	96	94	94	91.9	90.9	86.9	96	22.85
17	64	46	90	40	30	34	54	36.4	32.6	70	32.92
18	84	98	100	100	98	100	100	100	95.6	94	100
19	34	26	62	18	22	16	27.2	9.1	28.3	54	37.59
20	68	68	100	42	46	60	62.2	79.5	84.8	88	34.89
22	40	18	64	18	28	22	21.6	31.8	10.9	54	29.98
23	30	22	86	38	44	48	35.1	11.4	45.6	52	35.63
24	58	58	90	54	54	54	62.2	50	65.2	84	39.80
25	44	18	68	26	26	14	45.9	11.4	28.3	52	34.64
26	56	28	62	28	52	32	40.5	29.5	36.9	78	23.59
27	26	18	62	10	28	28	13.5	38.6	8.7	38	0
28	40	32	76	48	30	58	56.7	29.5	43.5	74	35.63
29	88	66	94	54	26	74	64.9	50	100	100	64.86
30	10	16	36	0	8	0	2.7	0	0	20	10.81
31	58	18	70	32	32	30	24.3	36.4	28.3	54	28.75

[1] Where a checklist reported an earlier edition or an incomplete holding, or titles "on order," the item was not counted.

[2] This gives no indication whatever about length of periodical files. Returns were so inadequate that this could not be done with any accuracy.

TABLE VIII. LIBRARY SERVICE FOR SECONDARY SCHOOL STUDENTS -- PUBLIC SCHOOLS (1962-63) -- NUMBER MEETING STANDARDS BY COUNTY

County	No. of Schools Resp. to Quest. (1)	No. of Schools (2)	10,000 v. + Collection (3)	1 full-time prof. libn. /500 st. (4)	1/2 Clerk / school (5)	Budget for materials in school libraries	
						Average per Student (6)	No. of schools above $4.00 min. per student (7)
Atlantic	4	8	0	1	0	$ 4.17	2
Bergen	54	58	9	1	45	3.50	19
Burlington	14	16	0	2	7	4.56	3
Camden	23[1]	21	3	0	16	3.25	4
Cape May	5	5	1	0	11	2.33[2]	0
Cumberland	6	6	0	0	0	1.70	0
Essex	52	52	5	4	25	1.65	6
Gloucester	11	12	0	1	0	3.95	4
Hudson	12	18	0	1	2	2.10	1
Hunterdon	5	5	0	1	2	3.87	2
Mercer	16	18	0	0	3	2.03	4
Middlesex	27	29	2	3	13	3.07	6
Monmouth	17	15	0	1	14	3.11	3
Morris	19	20	3	3	10	2.89	3
Ocean	8	8	1	0	6	4.04	3
Passaic	18	19	1	0	0	2.32	1
Salem	4	5	0	1	0	2.96	1
Somerset	9	11	0	1	9	2.66	4
Sussex	4	5	0	1	3	3.98	1
Union	34	36	3	2	28	2.19	4
Warren	5	5	0	1	0	1.78	0
TOTAL	347	372	27	24[3]	194	2.73[4]	71
Voc. & Tech. H.S.	15	15	0	3	0		

[1] Discrepancy between figures in (1) and (2) due to changing pattern in school units.

[2] Only 1 school out of 5 reporting; 4 schools serviced by Public Library.

[3] These schools include 10 whose enrollment ranges from 200 to 479.

[4] Pennsylvania 1962-63 = $2.57. Indiana 1962-63 (all grades and classes) = $2.98. N.J. figure computed on basis of total expenses reported divided by total enrollment of schools reporting.

TABLE IX. IMPROVEMENT IN SCHOOL LIBRARY SERVICES 1957/58–1962/63

	1957/58	1962/63	Region	U.S.[5]
			1960/61	
Reports received			% of total instructional budget for libraries	
Secondary school libraries	294	347		
Elementary schools				
Libraries	287	409		
Centralized collections	NR[1]	547		
Classroom collections	716	595		
Total	1297	1898		
Book expenditures[2]				
Secondary school libraries	$418.429	$ 949,498	1.6%	1.7%
Elementary schools				
Libraries	150,709	454,620		
Centralized collections	NR	307,472		
Classroom collections	258,594	197,762		
Total	$827,733	$1,909,352		
Per pupil book expenditure				
Secondary school libraries	$1.50	$2.73		
Elementary schools				
Libraries	.97	2.16		
Centralized collections	NR	1.48		
Classroom collections	.87	1.24		
State average	1.13	2.06		
Per pupil book stock				
Secondary school libraries	NR	6		
Elementary schools				
Libraries & central collections	NR	3.7		
Classroom collections	NR	0.07[3]		
State average	4.2	3.9	5.16	5.67
School library personnel				
Secondary school librarians	371	435		
clerks full-time	23	74		
clerks part-time[4]	NR	85		
Elementary school librarians	35	159		
clerks full-time	2	12		
clerks part-time[4]	NR	109		
Ratio librarians/pupils (total)	1/ 2,252	1/ 1,959	1/1204	1/1023
Secondary schools		1/ 892		
Elementary schools		1/ 4,877		

[1] NR – not reported or not available.

[2] Note in this section the significance of the disparity in cost of adult and juvenile books, with adult books costing an average of twice as much as juvenile. From 7th grade on, library book purchases are almost entirely adult.

[3] As reported

[4] This figure represents positions, and should be interpreted as this number of schools with a part-time clerk plus a professional librarian.

[5] From Mahar and Holladay, Statistics of public school libraries, 1960/61. Part I, Basic Tables, U.S. Office of Education, 1964.

Data for this table supplied by the Public and School Library Services Bureau, Division of the State Library, New Jersey Department of Education, Trenton, N.J.

TABLE X. LIBRARIES IN SEPARATE VOCATIONAL AND TECHNICAL HIGH SCHOOLS, 1963-64

Code # of school	No. of students (1)	No. of seats (2)	Total no. of volumes (3)	Total no. of periodicals (4)	No. of hrs/wk open for use by students (5)	No. of hrs/wk or periods supervised by libn. (6)	No. of hrs/wk supervised by other(s) (7)	Annual Budget	
								Books (8)	Periodi-cals (9)
3	681	42	4,400	55[a]	12	24	0	$ 2,000.00	$ 600.00
5	600	36	2,400	80	37-1/2	37-1/2	0	2,000.00	350.00
6	122	12	300	16	40	0	40	500.00	N. R.
7	662	N. R.	3,826	26	23	23	0	650.00	50.00
8A	600	48	5,035	20	31	31 per	0	3,000.00	175.00
8B	552	52	6,337	54	34	34	0	3,000.00	175.00
8C	628	85	5,325	15	30	30	0	3,500.00	645.00
8D	625	65	5,000	81	30	30	0	3,000.00	957.00
10A	371	32	2,000	25	35	35	0	875.00	125.00
10B	340	35	1,500	30	15	15	0	875.00	125.00
10C	250	36	1,424	13	5	38 per	0	875.00	125.00
16	485	26	1,750	25	48	36	12	$6,500.00[b]	
17A	45	10	100	9	60	0	0	500.00	75.00
17C[c]	36	--	300	30	3	0	5	300.00	100.00
20	120	N. R.	753	4	35 per	0	35 per	1,500.00	50.00
Total No. (15)	6117	472	40,450	483				$19,575.00 6,500.00 $29,627.00	$3,552.00
Range	36-681	10-85	100-6337	4-80	3-60	0-37-1/2	0-40	$400.00 – $6,500.00	
Av. per student			6.6					$4.84	
Av. per school	407	40	2,696	32				$1,968,00	
Median per school		32						$1,000.00	

[a] For classroom and library use.

[b] Amount allotted for all library materials. Division depends on greatest need.

[c] Self-contained library in each classroom.

TABLE XI. ELEMENTARY SCHOOLS AND LIBRARIANS -- INCREASE IN 3 YEARS

County	1961-1962		1962-1963		1963-1964	
	Schools	Librarians	Schools	Librarians	Schools	Librarians
Atlantic	65	6	66	6	68	8
Bergen	183	28	204	37	208	48
Burlington	89	4	92	8	93	12
Camden	132	1	130	1	131	1
Cape May	21	1	21	2	21	0
Cumberland	61	0	61	0	61	0
Essex	176	54	177	50	177	51
Gloucester	73	1	71	1	71	1
Hudson	80	7	80	5	81	9
Hunterdon	26	1	29	2	29	3
Mercer	69	5	69	6	71	9
Middlesex	137	6	142	5	149	5
Monmouth	118	7	126	5	127	17
Morris	102	9	105	10	107	27
Ocean	39	2	40	4	41	7
Passaic	83	3	84	4	85	14
Salem	26	1	29	4	29	5
Somerset	58	1	61	1	63	13
Sussex	20	3	22	3	22	4
Union	119	3	125	5	126	13
Warren	31	0	33	0	34	1
TOTAL	1708	143	1767	159	1794	248

Data for this table supplied by the Public and School Library Services Bureau, Division of the State Library, New Jersey State Department of Education, Trenton, N.J. Rev. 8/64.

TABLE XII. LIBRARY SERVICE FOR ELEMENTARY SCHOOL CHILDREN – PUBLIC SCHOOLS (1962-63)

County	No. of libs. by type[1]				No. of libs. with 6000 v.			No. of schools with separate lib. room (=a+b)	Budget for materials in school libraries				
									Average per student (a)[2]	No. of schools above $4.00 per student minimum			
	(a)	(b)	(c)	Total	(a)	(b)	(c)			(a)	(b)	(c)	Total
	(1)				(2)			(3)	(4)	(5)			
Atlantic	12	7	20	39	0	0	0	19	$ 1.85	0	0	1	1
Bergen	64	51	50	165	4	0	0	115	3.46	22	0	0	22
Burlington	22	32	20	74	1	0	0	54	2.74	1	4	0	5
Camden	6	38	73	117	0	0	0	44	2.30	1	0	1	2
Cape May	0	5	8	13	0	0	0	5	N.R.	0	0	2	2
Cumberland	0	12	42	54	0	1	0	12	N.R.	0	0	2	2
Essex	91	67	15	173	9	1	0	158	1.72	2	1	0	3
Gloucester	0	28	42	70	0	0	0	28	N.R.	0	0	0	0
Hudson	16	12	22	50	2	0	0	28	.91	0	0	0	0
Hunterdon	4	18	3	25	1	0	0	21	2.36	0	0	0	0
Mercer	19	25	11	55	0	0	0	44	3.20	5	1	0	6
Middlesex	35	63	43	141	1	0	0	98	1.72	2	4	0	6
Monmouth	42	29	44	115	1	1	0	71	1.77	3	2	3	8
Morris	30	40	29	99	3	0	0	70	3.27	8	3	2	13
Ocean	5	11	15	31	0	1	0	16	3.28	1	1	3	5
Passaic	11	28	42	81	3	0	0	38	1.45	0	0	1	1
Salem	4	11	12	27	1	0	0	15	3.19	1	0	0	1
Somerset	14	23	23	60	1	0	0	39	2.55	1	1	1	3
Sussex	5	8	9	22	0	0	0	13	2.58	1	0	0	1
Union	27	28	53	108	0	0	0	55	3.02	8	4	5	17
Warren	1	11	19	31	0	0	0	12	.50	0	0	0	0
TOTAL	408	547	595	1550	27	4	0	955	$ 2.44[3]	56	21	21	98

[1] (a) Library with librarian; (b) Centralized collection (no librarian); (c) Classroom collection only.

[2] Data reported for (a) only. State average for (b) = $1.43 per student;
for (c) = $1.46 per student.

[3] Pennsylvania 1962-63 = $1.43.

TABLE XIII. PER STUDENT VOLUMES AND EXPENDITURES FOR COLLEGE AND UNIVERSITY LIBRARIES RANKED BY STATES, 1961-62[1]

Rank	State	Vols. /St.	Rank	State	$/St.
1	Connecticut	125.33	1	Nevada	$ 84.57
2	Massachusetts	103.38	2	U.S. Service Schools	80.24
3	New Hampshire	99.85	3	New Hampshire	72.66
4	Maine	90.18	4	Massachusetts	71.49
5	U.S. Service Schools	80.73	5	Hawaii	67.47
6	Rhode Island	77.6	6	Connecticut	65.91
7	North Carolina	72.1	7	North Carolina	65.04
8	Vermont	66.58	8	Vermont	59.97
9	Virginia	66.26	9	Rhode Island	58.17
10	Illinois	61.08	10	Oregon	57.30
11	Kansas	60.4	11	Georgia	56.27
12	Utah	59.47	12	Louisiana	55.50
13	Iowa	58.4	13	Illinois	50.23
14	Georgia	58.01	14	Delaware	50.09
15	Oregon	57.8	15	Alaska	49.93
16	Kentucky	56.9	16	Kentucky	49.45
17	South Carolina	56.7	17	Pennsylvania	48.22
18	District of Columbia	56.03	18	Florida	48.06
19	Pennsylvania	55.6	19	Washington	47.79
20	Missouri	55.47	20	California	47.65
21	Tennessee	53.14	21	District of Columbia	47.23
22	Louisiana	52.8	22	Kansas	47.14
23	Delaware	52.7	22	New Jersey[2]	47.14
24	New Jersey[2]	52.6	24	Indiana	46.90
25	Indiana	51.7	25	Iowa	46.21
26	Nebraska	51.57	26	Maine	45.72
27	South Dakota	50.0	27	New York	45.62
28	Minnesota	49.6	28	Michigan	45.22
28	Ohio	49.6	29	Colorado	45.12
30	North Dakota	49.37	30	Idaho	45.09
31	Montana	49.18	31	Montana	45.04
32	Maryland	48.6	32	Tennessee	44.54

(continued on page 76)

TABLE XIII (Continued)

Rank	State	Vols./St.	Rank	State	$/St.
33	Wyoming	48.54	33	Virginia	$ 44.26
34	Colorado	48.2	34	Texas	44.20
35	New York	47.9	35	Maryland	43.56
36	Oklahoma	46.01	36	Missouri	41.24
37	Alabama	45.9	37	South Carolina	41.23
38	Nevada	45.10	38	Utah	40.93
39	Texas	44.59	39	Wisconsin	40.61
40	Washington	44.39	40	Minnesota	40.57
41	Wisconsin	44.01	41	Canal Zone	40.00
42	Michigan	43.39	42	New Mexico	39.98
43	Arkansas	42.6	43	Nebraska	39.27
44	New Mexico	42.16	44	Ohio	37.59
45	Hawaii	39.30	45	South Dakota	37.15
46	West Virginia	39.24	46	Wyoming	36.56
47	Idaho	39.17	47	West Virginia	36.29
48	Florida	38.75	48	Oklahoma	35.87
49	Mississippi	38.22	49	North Dakota	35.50
50	California	37.7	50	Alabama	35.08
51	Puerto Rico	28.12	51	Mississippi	32.96
52	Alaska	27.06	52	Arkansas	31.67
53	Arizona	25.6	53	Arizona	31.27
54	Canal Zone	23.4	54	Puerto Rico	28.48
55	Guam	9.5	55	Guam	28.10

[1] Source of data: College and Research Libraries 25: 224-5 May 1964; Per student figures supplied by Library Services Division, U.S. Office of Education.

[2] Princeton University's enrollment for this period was 3973; its collection was 1,754,580 v.; and its expenditures for libraries $1,099,322.00. Without this contribution to the data for New Jersey, N.J.'s figures would be: Vols./St. - 35.2; $/St. - $36.87, and the State's rank would then be 50th and 45th, respectively.

TABLE XIV. TWENTY FOUR-YEAR UNDERGRADUATE COLLEGES -- EXTENT TO WHICH NEW JERSEY STANDARDS ARE MET[1]

College	No. of students 1962[2] (1)	100,000 v. or 50 v./st. (2)	350 periodicals (3)	3 libns. or 1 libn./300 st. (4)	Non-prof. = prof. staff (5)	Open 58 hrs. /wk. (6)	Photocopy (7)
Bloomfield Coll.	650	no	no	yes	yes	yes	no
Caldwell Coll.	700	no	no	no ?	no	yes	no
Coll. of St. Elizabeth	701	no	yes	no	yes	yes	yes
Fairleigh Dickinson							
Madison	825 D 1464 N	no	yes	no	yes	yes	yes
Rutherford	1459 D 3032 N	no	yes	no	N. R.	yes	yes
Teaneck	2381 D 4978 N	no	yes	N. R.	N. R.	yes	yes
Georgian Court	352	no	no	no	no	yes	no
Glassboro State	2116	no	yes	yes	no	yes	no
Jersey City State	1950	no	yes	yes	no	yes	no
Monmouth Coll.	1977	no	yes	no	yes	yes	yes
Montclair State	2383	no	yes	yes	no	yes	no
Newark State	1876	no	yes	yes	yes	yes	no
Paterson State	2141	no	yes	yes	no	yes	no
Rider Coll.	2713	no	yes	no	no	yes	yes
Rutgers--Camden	1645	no	yes	no	yes	yes	no
Douglass	2260	yes	yes	no	yes	yes	no
Newark	1900	no	yes	no	yes	yes	yes
St. Peter's Coll.	1747	no	yes	no	yes	yes	no
Trenton State	2232	no	yes	yes	no	yes	no
Upsala Coll.	1431	no	yes	no	yes	yes	no
No. Meeting Standard		1	17	7	9[3]	20	7

---

[1] The institutions of higher education in New Jersey include one research institute, four universities, three professional schools, five junior colleges, six colleges serving religious communities, two seminaries and twenty colleges serving primarily (but not solely) a four-year undergraduate body. The data presented here apply only to this last group.

[2] All figures used are for 1962.

[3] But only two (Bloomfield and Newark State) meet both standards for personnel.

TABLE XV. QUANTITATIVE DEVELOPMENT OF THE GRADUATE SCHOOL OF LIBRARY SERVICE, RUTGERS UNIVERSITY, 1954/55 TO 1963/64*

	Number of Students						Number of Graduates		
Academic Year	Total Enrollment		Full-time Equivalent		Total Credit Hours		MLS	Total Graduates	Ph. D.
1954/55	104		44		664		3	3	
1955/56	162	+55%	68	+59%	1021	+53%	44	47	
1956/57	164	+ 1%	75	+10%	1130	+10%	63	110	
1957/58	244	+48%	99	+32%	1486	+31%	62	172	
1958/59	284	+16%	115	+16%	1725	+16%	62	234	
1959/60	311	+ 9%	125	+ 8%	1854	+ 7%	102	336	
1960/61	307	- 1%	141	+12%	2115	+14%	114	450	3
1961/62	364	+18%	164	+16%	2460	+16%	121	571	1
1962/63	413	+13%	181	+10%	2721	+10%	131	702	6
1963/64	453	+9.7%	200	+10%	3003	+10%	128	830	3

*From "Information Supporting Asking Budget, 1965/66" (mss.).

APPENDIX II.

MUNICIPALITIES ASSIGNED TO LIBRARY AREAS[1]

(1) Ridgewood Area

- Mahwah Twp.
- Upper Saddle River
- Montvale
- Park Ridge
- Waldwick
- Midland Park
- Fairlawn
- River Edge
- Washington Twp.
- Old Tappan
- Rockleigh
- Cresskill
- Closter
- Harrington Park
- Ramsey
- Saddle River
- Rivervale Twp.
- Allendale
- Wyckoff Twp.
- Glen Rock
- Paramus
- Ho-Ho-Kus
- Westwood
- Northvale
- Alpine
- Demarest
- Norwood
- Emerson
- Haworth
- Dumont
- New Milford
- Oradell
- Hillsdale
- Woodcliff Lake
- Ridgewood Twp.

(2) Hackensack Area

- Bergenfield
- Englewood
- Teaneck Twp.
- Leonia
- Ridgefield
- Edgewater
- Ridgefield Park Twp.
- Maywood
- Saddle Brook
- Lodi
- Bogota
- South Hackensack
- Teterboro
- Wood-Ridge
- Carlstadt
- Rutherford
- Tenafly
- Englewood Cliffs
- Fort Lee
- Palisades Park
- Cliffside Park
- Fairview
- Hackensack
- Rochell Park Twp.
- East Paterson
- Garfield
- Little Ferry
- Hasbrouck Heights
- Moonachie
- Wallington
- East Rutherford
- Lyndhurst

(3) Passaic County Area

- West Milford Twp.
- Wanaque
- Ringwood
- Butler
- Pompton Lakes
- Lincoln Park
- Franklin Lakes
- North Haledon
- Paterson
- Prospect Park
- Clifton
- West Paterson
- Bloomingdale
- Kinnelon
- Riverdale
- Pequannock Twp.
- Oakland
- Wayne Twp.
- Hawthorne
- Haledon
- Totowa
- Passaic
- Little Falls Twp.

(4) Jersey City Area

- Bayonne
- Jersey City
- Hoboken
- Secaucus
- Union City
- Weehawken Twp.
- West New York
- North Bergen Twp.
- Guttenburg

---

[1] As recommended by N.J. State Department of Conservation and Economic Development, Division of State and Regional Planning; numbers for areas correspond to numbers used in Table A.

(5) Newark Area

Newark
East Newark
Harrison
Kearny
North Arlington

---

(6) Bloomfield Area

Bloomfield
Belleville
Nutley
Glen Ridge
Montclair
Verona
Cedar Grove Twp.
Essex Fells
Roseland
Fairfield
Caldwell Twp.
Caldwell Boro.
North Caldwell
West Caldwell

---

(7) East Orange Area

East Orange
Orange
West Orange
Livingston Twp.
Millburn
South Orange
Maplewood Twp.
Irvington

---

(8) Linden Area

Linden
Elizabeth
Roselle
Roselle Park
Hillside Twp.
Union Twp.
Kenilworth
Cranford Twp.
Garwood

---

(9) Morris County Area

Washington Twp.
Mount Olive Twp.
Roxbury Twp.
Jefferson Twp.
Boonton
Boonton Twp.
Parsippany-Troy Hills Twp.
Hanover Twp.
Madison Twp.
Passaic Twp.
Harding Twp.
Morris Twp.
Denville Twp.
Dover
Mine Hill Twp.
Mendham Boro.
Mendham Twp.
Morris Plains
Hackettstown
Netcong
Mount Arlington
Rockaway Boro.
Rockaway Twp.
Montville
East Hanover Twp.
Florham Park
Chatham Boro.
Chatham Twp.
Morristown
Mountain Lakes
Victory Gardens
Wharton
Randolph Twp.
Chester Boro.
Chester Twp.

---

(10) Sussex-Warren County Area

Montague Twp.
Vernon Twp.
Hardyston Twp.
Franklin
Sparta
Stanhope
Green Twp.
Fredon Twp.
Newton
Walpack Twp.
Franford Twp.
Hampton Twp.
Pahaquarry Twp.
Frelinghuysen Twp.
Independence Twp.
Hope Twp.
Knowlton Twp.
Wantage Twp.
Sussex
Hanburg
Ogdensburg
Hopatcong
Byram Twp.
Andover Boro.
Andover Twp.
Stillwater Twp.
Sandyston Twp.
Branchville
Lafayette Twp.
Hardwick Twp.
Allamuchy Twp.
Liberty Twp.
Blairstown Twp.
Belvidere
Oxford Twp.
Washington Boro.
Washington Twp.
Lebanon Twp.
Hampton
Franklin Twp.
Union Twp.
Kingwood Twp.
Milford
Pohatcong Twp.
Phillipsburg
Greenwich Twp.
White Twp.
Mansfield Twp.
Glen Gardner
Harmony Twp.
Bethlehem Twp.
Alexandria Twp.
Frenchtown
Bloomsbury
Alpha
Lopatcong Twp.
Holland Twp.

(11) Plainfield Area

- South Bound Brook
- Bound Brook
- Piscataway Twp.
- South Plainfield
- Plainfield
- North Plainfield
- Scotch Plains Twp.
- Middlesex
- Dunellen
- Green Brook Twp.
- Warren Twp.
- Watchung
- Fanwood
- Berkeley Heights Twp.
- New Providence
- Summit
- Springfield Twp.
- Mountainside
- Westfield

---

(12) Eastern Middlesex County Area

- South Amboy
- Perth Amboy
- Carteret
- Rahway
- Clark Twp.
- Winfield Twp.
- Woodbridge Twp.
- Metuchen
- Edison Twp.

---

(13) Western Middlesex County Area

- Monroe Twp.
- Jamesburg
- Madison Twp.
- Sayreville
- South River
- E. Brunswick Twp.
- Milltown
- New Brunswick
- S. Brunswick Twp.
- N. Brunswick Twp.
- Spotswood
- Helmetta
- Cranbury Twp.
- Plainsboro Twp.
- Highland Park

---

(14) Somerset County Area

- Rocky Hill
- Franklin Twp. (Som)
- Franklin Twp. (Hun)
- Hillsborough Twp.
- Somerville
- Bridgewater Twp.
- Bernardsville
- Peapack-Gladstone
- Branchburg Twp.
- Flemington
- Tewksbury Twp.
- High Bridge
- Lebanon
- Montgomery Twp.
- Millstone
- Manville
- Bernards Twp.
- Raritan Twp. (Hun)
- Raritan Boro. (Som)
- Far Hills
- Bedminster Twp.
- Readington
- Califon
- Clinton
- Clinton Twp.

---

(15) Trenton Area

- Delaware Twp.
- East Amwell Twp.
- Lambertville
- Pennington
- Princeton Boro.
- Princeton Twp.
- Lawrence Twp.
- Trenton
- Washington Twp.
- Hightstown
- Upper Freehold Twp.
- Bordentown
- Bordentown Twp.
- Stockton
- West Amwell Twp.
- West Windsor Twp.
- Hopewell Boro.
- Hopewell Twp.
- Ewing Twp.
- Hamilton Twp.
- East Windsor Twp.
- Allentown
- Chesterfield
- Fieldsboro

---

(16) Monmouth County Area

- Brielle
- Spring Lake
- Belmar
- Interlaken
- Asbury Park
- Deal
- West Long Branch
- Highlands
- Rumson
- Oceanport
- Shrewsbury Boro.
- Shrewsbury Twp.
- Manasquan
- Spring Lake Heights
- Avon
- Neptune City
- Neptune Twp.
- Loch Arbour
- Ocean Twp.
- Monmouth Beach
- Atlantic Highlands
- Fair Haven
- Red Bank
- New Shrewsbury
- Eatontown
- South Belmar
- Bradley Beach
- Allenhurst
- Long Branch
- Sea Bright
- Middletown Twp.
- Little Silver
- Colt's Neck
- Englishtown
- Freehold Boro.
- Freehold Twp.

Monmouth
County Area
(cont'd)

Marlboro Twp.
Raritan Twp.
Union Beach
Wall Twp.
Millstone Twp.
Matawan Boro.
Matawan Twp.
Keyport
Manalapan Twp.
Farmingdale
Keansburg
Howell Twp.
Holmdel Twp.
Roosevelt

---

(17) Ocean
County Area

Union Twp.
Ocean Twp.
Lacey Twp.
Berkeley Twp.
Manchester Twp.
Lakehurst
Plumsted Twp.
Pine Beach
Jackson Twp.
Lakewood Twp.
Brick Twp.
Point Pleasant
Point Pleasant Beach
Bay Head
Mantoloking
Ocean Gate
Dover Twp.
Lavallette
Island Heights
Seaside Heights
Seaside Park
South Toms River
Beachwood
Toms River

---

(18) Burlington
County Area

Woodland Twp.
Shamong Twp.
Medford Lakes
Mount Laurel Twp.
Cinnaminson Twp.
Pemberton Boro.
Pemberton Twp.
Wrightstown
Springfield Twp.
Florence Twp.
Beverly
Willingboro
Delanco Twp.
Delran Twp.
Lumberton Twp.
Hainsport Twp.
Eastampton Twp.
Tabernacle Twp.
Medford Twp.
Evesham Twp.
Maple Shade Twp.
Riverton
Southampton Twp.
New Hanover Twp.
North Hanover Twp.
Mansfield Twp.
Burlington
Burlington Twp.
Edgewater Park Twp.
Riverside Twp.
Moorestown Twp.
Mount Holly Twp.
Westampton Twp.
Palmyra Twp.

---

(19) Camden
County Area

Pennsauken Twp.
Cherry Hill
Gibbsboro
Pine Valley
Clementon
Laurel Springs
Lindenwold
Stratford
Magnolia
Camden
Tavistock
Bellmawr
Mt. Ephraim
Haddon Twp.
Haddonfield
Haddon Heights
Audobon
Woodlynne
Oaklyn
Merchantville
Voorhees Twp.
Berlin Boro.
Berlin Twp.
Gloucester City
Gloucester Twp.
Somerdale
Hi-Nella
Runnemede
Lawnside
Barrington
Audobon Park
Collingswood
Pine Hill
Brooklawn

---

(20) Gloucester
County Area

Upper Pittsgrove Twp.
Pilesgrove Twp.
Pennsgrove
Elk Twp.
Monroe Twp.
Chesilhurst
Glassboro
Washington Twp.
So. Harrison Twp.
Woolwich Twp.
Logan Twp.
East Greenwich Twp.
Paulsboro
Deptford Twp.
West Deptford Twp.
National Park
Woodstown
Upper Penns Neck Tp.
Oldmans Twp.
Clayton
Winslow Twp.
Waterford Twp.
Pitman
Harrison Twp.
Mantua Twp.
Swedesboro
Greenwich Twp.
Woodbury
Wenonah
Woodbury Heights
Westville

(21) Cumberland County Area

Maurice River Twp.
Downe Twp.
Millville
Pittsgrove Twp.
Lower Penns Neck Tp.
Salem
Elsonboro Twp.
Quinton Twp.
Stow Creek Twp.
Buena Vista Twp.
Hopewell Twp.
Deerfield Twp.
Bridgeton
Buena
Newfield
Commercial Twp.
Lawrence Twp.
Vineland
Elmer
Mannington Twp.
Alloway Twp.
Lower Alloways Creek Twp.
Greenwich Twp.
Shiloh
Upper Deerfield Twp.
Fairfield Twp.
Franklin Twp.

---

(22) Atlantic and Cape May County Area

Cape May Point
West Cape May
Cape May
Lower Twp.
  Middle Twp.
  Upper Twp.
Wildwood Crest
Wildwood
North Wildwood
West Wildwood
Dennis Twp.
Woodbine
Stone Harbor
Avalon
Sea Isle City
Ocean City
Corbin City
Estell Manor
Weymouth Twp.
Somers Point
Linwood
Egg Harbor Twp.
Egg Harbor City
Longport
Margate
Ventnor
Atlantic City
Brigantine
Absecon
Pleasantville
Hamilton Twp.
Mullica Twp.
Hammonton
Northfield
Polsom
Port Republic
Galloway Twp.
Long Beach Twp.
Beach Haven
Surf City
Ship Bottom
Harvey Cedars
Washington Twp.
Bass River Twp.
Little Egg Harbor Twp.
Tuckerton
Eagleswood Twp.
Stafford Twp.
Barnegat Light

Note: The selection of areas has been made by the Committee with the advice of its Consultant and the Division of State and Regional Planning. Assignment of municipalities to areas, however, was made by the staff of the Division of State and Regional Planning on the basis of their knowledge of such factors as traffic flow, market areas, and population projections. The application of these assignments to areas of library service will involve the development of new relationships which cut across legal boundaries of libraries and county lines; the tentative assignments made here are based then on present projections of where readers with serious interests will go to secure "strong-point service" such as that envisioned by the area library concept recommended in this report.